



Brussels as coordinator

This week's meeting in Brussels of Education Ministers of the EEC (page 6) marks another important step in legitimizing education as a proper concern of the European Community. As educationists in the Balkans never weary of telling visitors, there is no direct reference to education in the Treaty of Rome. So operational ingenuity of the kind evinced this week is an essential skill in the directorate of education and research.

Since the setting up of the directorate three years ago thinking within it has shifted radically. Largely because of vigorous British pressure, attempts to impose quantitative Eurostandards on professionals who want to work in other member states have long been abandoned. Now the experts themselves do the standard setting and each country is left to fulfil its professional as it wants. The first concrete fruits of the policy have now emerged: from late this month doctors will be able to practice freely throughout the Community. Other groups including lawyers, nurses, engineers and vets, are continuing to work on their own specific problems. General theorizing has also been

abandoned. The current emphasis is very strongly on helping member states set up pilot projects of their own with Brussels acting as consultant and coordinator. An example of this is the bilingual and bi-cultural learning experiments with immigrants now taking place in Bedford. (22, October 22.) The money for the scheme comes from Brussels. In higher education 25 British institutions are being told next week that their applications for grants to run joint study programmes with their counterparts in other member states have been approved. Students will soon be getting a comprehensive handbook on studying in EEC countries.

But by far the largest financial commitment to education by the Community was agreed this week when more than £7.5 million was allocated to finance pilot projects aimed at better preparing young people for the transition from education to work. Member states are being invited to submit proposals for the projects to Brussels by the end of the month. EEC officials say played a "positive and constructive" part in helping to draw up this week's agenda will now, in consultation with local authorities, be submitting schemes dealing with immigrants, girls and the handicapped.

Up against the law clinic

The University of Kent has acquired in an extremely short time an enviable reputation for providing legal education. By creating law as a part of social science, and insisting upon clinical experience as an element in all undergraduate courses, it has done something to bridge the generally acknowledged gap between academic training and the real world in which lawyers function.

The Law Clinic it established three years ago was the vehicle for much of this work, handling placements with solicitors and with organizations and research projects, and providing practical experience of the law of welfare and consumer law which comes into legal advice centres. (page 6).

Perhaps inevitably, the energy and drive which persuaded Kent to establish the clinic in the first place was turned, once the Clinic was set up, to more controversial activities. Adam Dixon, who pushed the original idea through, has convinced, as the clinic's supervisor, to irritate a large number of influential people in and around Canterbury, which is a small, cohesive community in which many interests overlap.

The suggestion has been made, in characteristically worst-case terms, by Mr. Pritchett, that this irritation with the Clinic's successful repre-

sentation of anti-establishment litigation is the reason for the proposal before the Senate this week to close the Clinic down.

To damn a law clinic because of personal irritation with its clients and its success on their behalf would be an infringement of all decent legal, not to say moral, principles. A university which runs away from a commitment to such a clinic as soon as it started to defend unpopular clients or challenge established institutions, would be failing to defend an important outpost of academic freedom. Against such a charge, the report on the clinic which the university has received does not seem a very strong defence. The law clinic has certainly had its faults. Reports have not been submitted, meetings may not have been held, wrong advice may have been given. But it looks as if the situation might well have been different if the clinic had not been a cause of embarrassment. All the same, the sort of independent status sketched by the working party would clearly have advantages if it could be sustained. The clinic is that one can see highly the chances of establishing an independent law centre in Canterbury, financed from other sources, to carry on with the project, particularly with this sort of history to live down.

Second time round

Some of the people who have been successful in Kent are now being asked to repeat the performance. But in the speech to the Senate on the subject, Mr. Dixon was clear that he was not setting a trap for himself. He was not going to repeat the mistakes of the first time round. He was going to do it better.

It will be interesting to see what happens. There is a lot of money in the pot. The University of Kent is a well-funded institution. It has a lot of money to spend on its law clinic. It has a lot of money to spend on its law clinic. It has a lot of money to spend on its law clinic.

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Minister is master still

How has the Tameside case affected the relationship between the Secretary of State and local education authorities? Does the House of Lords judgment significantly reduce the authority of the senior partner?

The facts are too familiar to need restatement. The immediate issue before the court was whether the Secretary of State was justified, in accordance with section 68 of the 1944 Act, in considering that the Tameside authority was acting unreasonably. Acting unreasonably under prevailing conditions that in June because he considered that it was necessary to introduce a valid selection process for admission to secondary schools in September.

By a unanimous decision arrived at in different ways, the five Lords restricted the concept of "unreasonableness" in future cases. The Secretary of State must apply a rigorous standard of fact and of law before he seeks, under section 68, to override a decision of a local education authority in an area where he has a statutory discretion. If he cannot reverse a policy simply because it disagrees with it; he must take all the facts into consideration, and in giving his decision he must set out his arguments in full.

So much for the direct limitations imposed. But does the significance of the judgment go beyond them? Is it the most remarkable aspect of the judgment is to be found in the interpretation of the famous section 1 which imposes on the Secretary of State the duty to secure the effective execution of the law of the land by the local authorities under his direction and supervision. It is of interest to note that, as the law stands, the Secretary of State has no power to coerce local authorities to carry out any recommendations of the Taylor Committee with which they do not agree.

But few indeed are the unfilled statutory duties and powers of local education authority; despite the Tameside judgment it would be a mistake to assume that the powers of the Secretary of State have been seriously diminished or that the scope for judicial review of his actions has been materially increased. It would appear that his powers can only generally be challenged because Parliament has invested him with the authority to control and supervise by three main procedures.

The most important of these is his authority under many sections to issue regulations—statutory instruments—which are in effect subsidiary legislation. It is this power which enabled him to withdraw grant from direct grant schools and to lay down national policy in many aspects of local administration. The standards of school premises are established; categories of handicapped pupils

George Taylor argues that the Education Secretary's powers have only been denied by the Tameside decision.

cooperate with the policy of secondary reorganization recommended in Circular 10/65, and also the improper threats to voluntary schools in Circular 10/74.

There are other areas where the local education authority has powers and duties which are not subject to modification by circulars setting out the Department's policies. For example, the content of the curriculum (for secular instruction) except in aided secondary schools is quite clearly a matter for the local authority. Is this control to be overridden by the minister following the Prime Minister's speech? Is it to be overridden by the Secretary of State? Is it to be overridden by the Secretary of State? Is it to be overridden by the Secretary of State?

Again national policy as defined in the acts bestows on local authorities the power to make instruments and rules of management for county primary schools and instruments of government for county secondary schools. It is of interest to note that, as the law stands, the Secretary of State has no power to coerce local authorities to carry out any recommendations of the Taylor Committee with which they do not agree.

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Letter to the Editor

In defence of 'the corporate stewpot'

As a chief executive of a mere district council not responsible for education, I have perhaps been less saddened than some of my colleagues in county councils and metropolitan districts if they have read your latest article by Mr. Pritchett, which attacks corporate management and other aspects of local government. I do hope a chief executive whose management team

run companies without regard to financial considerations or sales records, with the sole aim of producing high quality goods which are overpriced, fail to achieve delivery dates and where the taste to consumers has changed. Surely, it behooves us to learn from industry. Those who object to the present system in local government would do well to remember President Truman's words: "If you do not like the meat, keep out of the kitchen." Politics with a capital P or a small p are the very essence of local government as they are in any other form of organization. If Mr. Pritchett wishes to leave the corporate stewpot for the frying pan of the Civil Service, rather than be treated as an equal as he is in local government, he will operate even "Post Office" within the district. "The expert is on the spot not on top."

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defined; the school meals are supervised; conditions for entry awards laid down and arrangements for the provision of prescribed, together with other matters with which education authorities are concerned. Different wording in the Tameside case has the same effect. The Secretary of State has the power to settle national policy, e.g. the provision of transport as the local authority considers necessary or as the Secretary of State may direct (the direction used on one school which they think of it, arrangements made for children's progress. Scholarships various sections by a local authority also planned to attract more may require the approval of the Secretary of State.

For example, under section 6 of the 1944 Act, the Secretary of State may take up places at independent schools. But the section also says that any general arrangements under this section require the approval of the Secretary of State. It is of interest to note that, as the law stands, the Secretary of State has no power to coerce local authorities to carry out any recommendations of the Taylor Committee with which they do not agree.

But few indeed are the unfilled statutory duties and powers of local education authority; despite the Tameside judgment it would be a mistake to assume that the powers of the Secretary of State have been seriously diminished or that the scope for judicial review of his actions has been materially increased. It would appear that his powers can only generally be challenged because Parliament has invested him with the authority to control and supervise by three main procedures.

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in her first major speech as Education Secretary, Mrs Williams outlines her plans to the Commons

Education Secretary's new broom sweeps into every corner

Bob Doe

The Government is considering in-
creasing the number of two-way reports so parents can see how their children are doing. The Education Secretary, Mrs Williams, said today that she would like to see a new broom sweep into every corner of the education system.

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Tory rebels to ask for more time

by Stephen Cohen

The eight rebel local authorities Mrs Williams has ordered to produce plans for comprehensive schools have been advised to ask for an extension of the six-month time limit set by the Government.

Mr Norman St John-Stevens, Conservative education spokesman, said last week that he had told the authorities to ask for an extension if they could not put forward proposals in time. But Mr St John-Stevens said there would be no obstruction of the new Education Act which gives Mrs Williams the power to demand comprehensive schemes. The eight rebels are Bexley, Buckinghamshire, Essex, Kingston, Redbridge, Sutton, Tamworth and Trafford.

Conservative leaders from about 20 education authorities met Mr St John-Stevens in London on Friday to discuss their attitude to the Act. He said afterwards: "We were unanimous in agreeing that the law should be obeyed. This is in no way a Clay Cross situation. The Conservative Party always has a good even if it is a law which it strongly opposes."

He subsequently confirmed his party's pledge to repeal the Act as soon as they returned to power. "It would be one of the earliest things we would do legislatively," Mrs Williams wrote to the eight authorities three days after the Act received Royal Assent. She has given them six months to tell her how they intended to introduce fully comprehensive schooling.

All authorities have been sent a circular drawing their attention to the Act and particularly the section which deals with hought places in independent schools. This gives Mrs Williams the power to end any arrangements authorities might have for buying places for bright children.

The circular makes it clear that she intends to use her powers to make sure that any arrangements are consistent with the Government's policy of abolishing selection. But it also states that many authorities will have reason to continue purchasing places, for example to provide essential school places in areas where the provision of boarding education or to extend the range of choice available on grounds such as denominational preference.

Authorities have been given until the end of January 1977 to reply with information about the number of places in non-maintained schools. The circular also asks for details as soon as possible of any new arrangements they may make before July 1 next year.

Another circular draws the authorities' attention to Mrs Williams' speech in the Commons. Three-quarters of secondary age pupils were now in comprehensive schools, she said. Parliament had given the Government the power to complete the task as fast as realistically possible. Mrs Williams emphasized that where her powers had to be used, it would still be up to local authorities to propose comprehensive schemes for their areas. "We are not going to force us satisfactory schemes on anybody but we do expect authorities and voluntary bodies to comply responsibly with the law."

She also said in the Commons that she would take into account the resources a local authority had available when considering the speed with which it was reorganizing its schools. If it was creating comprehensive as fast as it could with the available money, she would not interfere.

Unions fail in bid for 50,000 training places

An attempt by the National Union of Teachers and the college lecturers' union, NATFHE, to have 50,000 more student teachers a year than the Government intends failed on Monday at the meeting of the Advisory Committee on the Supply and Training of Teachers.

The unions proposed that instead of running the total of teacher-training places down to 45,000 by 1981 it should be fixed at 50,000. They were outvoted by two to one.

Mrs Shirley Williams, the Education Secretary, announced last month that because of the falling birth rate and a need to economize on public expenditure, the size of the teacher-training force in the 1980s should be 45,000. This would mean the closing of another 30 colleges. NATFHE estimates this could lead to 1,500 of their members losing their jobs.

The committee made a point of asking to be told what the criteria were when closures were being considered for closures but a spokesman for the DES said this did not mean no decisions would be taken before the committee had been given this information. An ACST does not meet again until February 7 this year. It confirms that the list of closures will be announced in January.

At Monday's meeting the committee was provided with a paper by the DES, "The Teacher Supply of 45,000". This postulates a constant teacher force during the 1980s of 440,000. The DES estimates that the annual output from the system of 45,000 places, plus 5,000 places in universities, would be 17,000 of whom 16,000 would seek jobs in the maintained sector. In addition, about 5,300 married women returning to work could be counted on with 10,000 other teachers seeking to re-enter schools, giving a total of 31,500 potential recruits. This is about 4,000 more than the estimated annual requirement of 27,500 to sustain the figure of 440,000, but the paper emphasizes that many variables could affect this figure, including the absence of any declaration by the Government so far of its staffing policy in the 1980s.

It also says that flexibility is intended by the teacher-training plan which will enable fairly rapid expansion from 45,000 to 60,000 places should the wastage rate rise from the present 7 per cent to the higher levels of the late 1960s. The paper estimates that a stable teaching force of 440,000 could provide for a steady improvement in staffing ratios during the 1980s. This would mean an average class size in primary schools of 28 by 1987 and of 26 by 1990. It also estimates that each increase of about 5,000 in the size of the teaching force about 440,000 would bring those dates forward by about a year. It has always been the NUT's contention that such targets should be aimed for by 1981.

Red faces over NUT rebels Continued from page 1 fought by the NUT executive. We want them to realize that London teachers want to operate no-cover." The 20 schools are: Starcross, Highbury Grove, Holloway, Isling Green, Tottenham Park, St Sheppard, Stockwell Manor (Lambeth); Kingsdale (Southwark).

What are Thinkstrips? THINKSTRIPS are comics on social and health topics designed for use with teenagers of either sex. They are devised by Sarah Curtis and Gillian Crampton Smith who together pioneered the two successful comics on personal relationships and birth control: *Too Great a Risk* and *Don't Risk It*.

They use the format of ordinary teenage comics to raise important issues for discussion in a way which captures the interest and the sympathies of young people. Different points of view are put forward within the framework of a conventional romantic story. THINKSTRIPS will help young people to imagine the situations they can expect to meet in life, and to consider the decisions they will have to make.

THINKSTRIPS are especially suitable for the needs of less academic 14 to 19 year olds who will be attracted by the format and find the stories easy to read. Teacher's notes are provided giving ideas for developing the themes in the stories, full background information and a bibliography.

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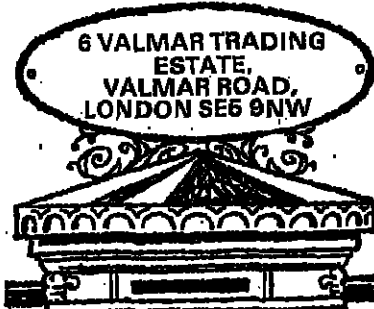
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THE TIMES EDUCATIONAL SUPPLEMENT

EEC gives £7.6m to fit leavers to jobs

PAUL MOORMAN reports from Brussels on the meeting of Common Market education ministers

A £7.6m four-year action programme of pilot projects better to prepare young people for the transition from learning to earning, was adopted here on Monday by the EEC education ministers.

Member states are to be asked to submit proposals for projects as soon as possible. Officials expect to approve about 25. Accepted schemes will normally attract a 50 per cent grant, although "poorer members" of the Nine—possibly including Britain—may be allowed to pay a smaller share of the cost.

Mrs Shirley Williams, making her first visit as Education Secretary, to the EEC's Berlaymont headquarters, urged that priority should be given to girls, the handicapped, migrants and in Britain's case, Commonwealth immigrants. She said later that the DES would now urgently draft plans in these areas for submission to Brussels. When the projects got under way in 1978, she hoped four would be in Britain. The ministers had before them a report by the Common Market's Education Committee, which is made up of representatives of member states plus the EEC Commission. In February the committee was charged with beginning to implement the Community's first education action programme, which was approved by the education ministers in December, 1975.

First priority was to study the problems associated with the transition from education to work. In

particular, the committee was asked to suggest ways in which young people could be more effectively prepared for working life.

Member states submitted reports earlier this year. Brussels officials criticized Britain for playing a negative role in similar exercises—were quick to point out this week the "positive and constructive" stance adopted by the DES.

The committee's final report formed the basis of Monday's resolution. It identifies six key themes: improving initial and in-service training; studies of the reasons for low motivation; development of careers guidance and counselling; better vocational preparation; studies of the problems of job finding and keeping; and job satisfaction; projects to help special groups such as low achieving girls, the handicapped and young migrants.

The action programme is not designed to create more jobs for the Nine's young unemployed. Such initiatives are the concern of the social affairs ministers.

Rather, the aim is to make sure that young people are properly prepared for relevant jobs when the next upturn in the economy arrives. "Ready to catch the bus when it comes," as one official put it. That, however, will not be for

some time yet, if EEC forecasts are correct. This year more than one in three of the community's five million jobless are under 25. In several member states nearly one-third of the young have been without work for longer than six months.

Britain has been especially hard hit. According to figures in Brussels, Britain had almost 10 times as many school leavers aged between 16 and 18 out of work this summer as three years ago. For every 100 then, there were 992 this year.

More direct measures to stimulate employment are being considered at next Thursday's Brussels meeting of social affairs ministers. That meeting will also have before it a draft directive on the education of the children of the EEC's estimated 12 million migrant workers, another priority area in last December's action programme.

The directive focuses on improving reception of new arrivals, on bilingual and bilingual learning and on specialized training for the teachers of migrant children. Pilot projects on migrant education are already taking place in some member states. One such is in Bedford.

A further boost to the migrants—the Community's floating youth nation—is likely to come when Europe's education ministers meet

ing within the framework of the Council of Europe, in a conference on the May.

Monday's meeting also progress by the Education Ministers in implementing other action programme, notably education.

Thirty-one such projects by Brussels—have been Twenty-five British projects involved in 28 of the range from joint French and English and French and social security law to and production courses.

Mobility of students continues to be a major theme. The academics, researchers and teachers will be invited to make study the member states.

For students within other EEC countries, a training information system, admission and higher studies of each country to be published.

All members of being asked to be legal or financial would inhibit the Different fee systems is certainly by the Commission. Committee is to next year.

University law clinic fights closure threat

by Mark Jackson

Britain's first attempt to train practical lawyers on a university campus may be abandoned. The Kent University law clinic, defender of controversial causes, is fighting for its own existence.

The university's social science faculty has been told that the clinic's duties to its outside clients—some of them in conflict with authority—clash intolerably with its status as part of the university. The clinic's own lawyer staff, supported by a majority of the law students, allege that the administration wants to get rid of them because they challenge vested interests in the locality and the university.

The clinic was set up three years ago to fill the gap between theoretical law degree studies and the realities of the professional apprenticeship. Second and third-year law students study the way advice clients and handle litigation in much the same way as medical students learn in hospital wards. They appear as advocates before administrative tribunals, and work on placement with firms of solicitors or public bodies.

Most of the 1,300 cases the clinic has handled have concerned the personal affairs of local people, mainly those who could not afford a private solicitor—and the university's own students. But a handful have involved the clinic in major public disputes with authority, including the Canterbury city council and the university administration.

Soon after its inception the clinic succeeded in obtaining a high court order to prevent the university from evicting students engaged in a sit

teachers before it was known that the ILA would foot the bill.

Matters came to a head early this year when the clinic's staff proposed that it should become a full institute of clinical education within the university but with independent status. The proposal would enable them to secure extra funds from outside the university and so protect them.

But a working party set up by the faculty has turned down the proposal. Instead, it wants to see the clinic placed under a law centre independent of the university. The working party's report hints that it is dissatisfied with the administration of the clinic and doubts whether it is providing value for money. It also reports that some local solicitors have complained of the quality of its free services.

But the working party insists that the main reason why the clinic cannot continue as part of the university is that it does not, in the working party's opinion, stand any chance of getting fees from the legal aid fund. An independent law centre, it says, would have a prospect of getting Law Society approval for such fees. One of the working party's more controversial arguments for severing the direct link is that it thinks many people might believe that the university is responsible for the clinic's inactivity in "matters of general public concern".

A proposal for an independent law centre from the university's planning committee went to the senate this week together with a recommendation that the clinic be closed down.

The proposal was described to the

Cash on delivery plan for local council services

The Layfield Committee on local government finance, which suggested a local income tax without saying how it could be raised, should have considered the advantages of charging for services, says a paper published by the Institute of Economic Affairs this week.

Charging for services is not only a way of raising revenue, it is also central to the question of accountability, to the relationship between central and local government and to the reorganisation of local democracy, the paper argues.

The Layfield Committee's idea of a local income tax ignored the public's reaction against existing tax arrangements and evaded the very issue it was invited to resolve, the paper went on. It missed a chance of encouraging accountability by

Low priority in public poll

Education comes low down on the list of things people think are important for a good life, according to this year's Social Trends, the annual Central Statistical Office publication.

Only 4 per cent of those asked to describe what the words "quality of life" meant to them mentioned education and culture. Most referred to family and home life, money and peace, social values and the standard of living.

And when asked what was the one thing they would most like to change to improve the quality of

life, only 2 per cent mentioned education. Most mentioned the cost of living, prices, the pace of life, crime and pollution. But only five per cent, less than one per cent of the total, mentioned education.

The education system is 60 per cent of the total, fathers in non-manual jobs are likely to continue to rise after 10 compared with 10 per cent of children of manual workers. Thirty-four per cent of fathers in non-manual jobs are likely to continue to rise after 10 compared with 10 per cent of children of manual workers.

SPECIAL ANNOUNCEMENT

COLFE'S GRAMMAR SCHOOL
Horn Park Lane, London, SE12 8AW
Founded 1652—Voluntary Aided—640 Boys
Trustee: The Worshipful Company of Leathersellers

The School will return to Independent Status on September 1st, 1977. Fee-paying places will be available for boys at 1st, 2nd, 3rd, 4th, 5th, 6th, 7th, 8th, 9th, 10th, 11th, 12th, 13th, 14th, 15th, 16th, 17th, 18th, 19th, 20th, 21st, 22nd, 23rd, 24th, 25th, 26th, 27th, 28th, 29th, 30th, 31st, 32nd, 33rd, 34th, 35th, 36th, 37th, 38th, 39th, 40th, 41st, 42nd, 43rd, 44th, 45th, 46th, 47th, 48th, 49th, 50th, 51st, 52nd, 53rd, 54th, 55th, 56th, 57th, 58th, 59th, 60th, 61st, 62nd, 63rd, 64th, 65th, 66th, 67th, 68th, 69th, 70th, 71st, 72nd, 73rd, 74th, 75th, 76th, 77th, 78th, 79th, 80th, 81st, 82nd, 83rd, 84th, 85th, 86th, 87th, 88th, 89th, 90th, 91st, 92nd, 93rd, 94th, 95th, 96th, 97th, 98th, 99th, 100th, 101st, 102nd, 103rd, 104th, 105th, 106th, 107th, 108th, 109th, 110th, 111th, 112th, 113th, 114th, 115th, 116th, 117th, 118th, 119th, 120th, 121st, 122nd, 123rd, 124th, 125th, 126th, 127th, 128th, 129th, 130th, 131st, 132nd, 133rd, 134th, 135th, 136th, 137th, 138th, 139th, 140th, 141st, 142nd, 143rd, 144th, 145th, 146th, 147th, 148th, 149th, 150th, 151st, 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Reading RG3 2BF
Tel. (0734) 683247

More specifically, the paper urges that transfer to secondary level should be as early and secure as possible. A significant number of pupils in particular primary schools

...the use of resources
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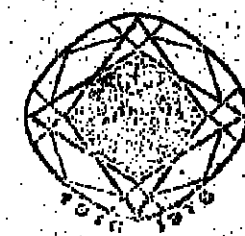
Details can be obtained from the Secretary, School of Chemical and Physical Sciences, Kingston Polytechnic, Penrhyn Road, Tonbridge, Kent TN11 2EE. Tel: 01-549 1366.

that the pupils in particular primary schools under the law, especially

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Parliament

Mrs Williams sets her heart on best system in world

Mrs Shirley Williams's first major speech in the Commons as Secretary of State for Education and Science, was a tour de force. She went right across the education spectrum, touching on all the major items, if there be criticism, it is that she had not much to say on too much at one go.

Bearing in mind that only recently the Prime Minister launched a national debate on education, Mrs Williams did a good turn however, in revealing decisions she had taken and actions she intended to take.

Her announcements on comprehensive education and tuition fees are dealt with elsewhere. But these were only a small part of her speech which first of all referred to the national debate on the curriculum, on the methods and achievements of the educational system.

She told MPs that she had met Leona and teachers' organizations and expected to complete preliminary consultations before the middle of December. The purpose of these meetings was to formulate an agenda for the regional conferences to be held next year and put forward questions for discussion.

With the Secretary of State for Wales, Mr John Morris, she had published an annotated agenda for the purpose of enlarging the public debate. They would welcome comments from individuals as well as educational interests. Regional conferences would be held at seven or eight centres and in Wales in the first half of next year.

Parents would be invited to take part. They had every right to be involved. Subjects to be discussed would include curriculum, educational standards, training of teachers and the relevance of education to working life. She hoped the debate would reflect more clearly what was happening in education. Much of the debate conducted in the press had been hysterical, exaggerated and distorted.

They owed it to all teachers and education authorities to recognize just how many demands were being put on them today, that they should understand the second phase in six months' time.

Young people who reached leaving age and could not find a job should seriously consider continuing their education. The increased entry of about 50,000 young men and women for full-time further education courses in the past year was a sign that many were doing so. Authorities in areas of high unemployment had also arranged to promote courses for not more than three days a week which young

gains. There would be discussions about how they could carry out these obligations—how to ensure that children had enough sleep to benefit from education and time at home in which to read and pursue school work.

Regional conferences would also discuss the relevance of education and education services to work life. They hoped to encourage closer relationships between schools and industry by having more work experience, more visits to industry, especially in the last year of school and by encouraging firms in the public and private sectors to adopt schools locally so that they could have close links with managers and shop stewards.

The Government had concluded that it would not be right or proper to have different grants for engineering and science. It would make heavy demands on the mandatory grants system. But they were considering the possibility of an industrial scholarship scheme to attract more boys and girls to careers particularly related to positions in productive industry.



She would pursue this with Mr Eric Varley, Secretary of State for Industry, and would make further announcements when possible. They were also considering urgently how to raise the limits on money paid to students without affecting the levels of their grants.

Six vocational training pilot schemes were operating, she said, financed and coordinated between the DES and the Training Services Agency. There would be 24 in all when the scheme was in full operation. She would announce the second phase in six months' time.

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The Education Secretary outlines her plans in her first speech to the Commons. Report by Alan Wood

people could attend without losing settlement to supplementary benefits so long as they remained available for employment.

The worry about a shortage of suitable candidates for advanced education courses had been removed, she believed. University admissions were increasing. Provisional figures for 1976 showed that undergraduate admissions were up by 3 per cent on 1975. UCCA figures for 1977 showed the same upward trend.

She hoped this would continue and that the present proportion of young people attending universities and other institutions of advanced further education would remain buoyant. The present level of university education alone, as a proportion of that age group, was now more than 7 per cent, still further expansion. University admissions could rise to 80,000 from 76,000 in 1976 without additional buildings.

Most of this increase would be in science and technology. There were hopeful signs. Candidates in engineering accepted by UCCA for 1976 entry increased by about 8 per cent, double the average for all subjects as a whole. The number of applications was even more striking—up by more than 17 per cent.

She was concerned by the survey which showed that a large proportion of parents did not pay the whole of their assessed contributions towards students' grants. She would be asking L.E.A.s to draw the attention of parents to the need to pay in full.

A committee of management of higher education in the maintained sector was to be chaired by Lord Donaldson of Kingsbridge, the Minister of State.

The group's task was limited and practical. Its remit was to devise a better system of management and financial control for polytechnics and other institutions engaged in higher education, and to improve coordination of higher education with the university sector.

Membership must be small. There was no possibility of including members from many of the bodies and associations which had asked to be associated with the work. The membership she had in mind was tripartite with, perhaps, a third representative of authorities responsible for the maintenance of the institutions concerned, a third directly concerned with the institutions

themselves, and the remainder drawn from closely related interests. Recommendations of the group would be subject to widespread consultation with interests which might be affected. They might require legislation to carry out.

Regarding the teacher training system, Mrs Williams said she had put to her Advisory Committee on the Supply and Training of Teachers a memorandum outlining a new strategy for dealing with the problem of teacher over supply and the consequent adjustments that would need to be made to the teacher training system.

The committee welcomed her general approach, but naturally objected to satisfy itself in some detail that further necessary reductions in the system would, nevertheless, leave adequate capacity to meet unforeseeable needs and permit improvements in pupil-teacher ratios when financial circumstances permitted.

Up to now successive governments had planned output of teachers in relation to projections of future school population. This had had to be revised downwards at frequent intervals and on assumptions about future government policy towards staffing ratios in schools. "I believe that this constant change in the expected targets for teacher supply has been unfortunate for the colleges and has left many of them in a state of almost constant apprehension about their future. Recent experience has shown the vulnerability in planning of this nature both to economic circumstances and unforeseeable fluctuations in the birthrate."

The Government's present proposals envisaged, as an alternative, the creation of a teacher training system which was, on the one hand, not so large that it would be seriously under-utilized for considerable periods but, on the other, not so small that it could not easily be expanded to meet any demands they could foresee. Her provisional view was that about 15,000 places was the right size for such a system.

"It is my aim to try to achieve a new balance in the field of teacher training between those in initial training and those in in-service training and one which is more favourable to in-service training. This meant that a considerable number of institutions, perhaps as many as 30, would have to cease to be engaged in initial teacher training. It also meant that some of those engaged in teacher education would have to seek alternative employment."

Concern had been expressed about the waste of capital expenditure as a consequence of closing colleges. Her department kept the property services agency of the Department of the Environment informed of any premises becoming vacant for which there was no further educational use.

There had been inquiries, for example, about a voluntary college becoming a research establishment. They had had inquiries from the Steel Corporation, the Post Office, the police authorities and from companies in the private sector.

Many colleges which continue their existing courses would not become vacant until they would do so eventually. More than half of those who went to teacher training had a level of qualifications in mathematics preferred to pursue studies in different academic areas. This phenomenon at a time of acute shortage was something requiring the programme of in-service training. This was a regular problem from the point of view of school staffing, but there was much less evidence that candidates who were willing to retrain in-service training were available. "I was, however, whether a period of one year would be adequate, but she hoped to pursue the matter further with a view to more limited experiments in that direction."

They would shortly be looking at L.E.A.s that by means of a tight rate support system, local authorities were willing to retrain in-service training. They would shortly be looking at L.E.A.s that by means of a tight rate support system, local authorities were willing to retrain in-service training. They would shortly be looking at L.E.A.s that by means of a tight rate support system, local authorities were willing to retrain in-service training.

But we'll set the pace, say Tories

Mr Norman St John-Stevens, chief Opposition spokesman on education, said the future of the colleges of education should be determined by consultation, tact and consideration, elements which had not been present in the dealings of the department and Mrs Williams's predecessors with these or similar colleges in the past. The colleges had made considerable contributions to education and they had a right to consideration now.

The education service should not be called upon to bear an unfair share of cuts and a quarter was really far too high. There should be some reasonable system of priorities to determine the services that were maintained and the services that were cut.

It was not a reasonable order of priorities to devote £25m to comprehensive reorganization of schools which was not wanted.

As for evidence of a decline in standards in schools, he would refer particularly to mathematics. There was a report from Berkshire schools showing that standards in those schools were lower than they were some years ago.

"The evidence that we are receiving from the universities and from employers is overwhelming. It shows that there is a crisis in mathematics in the schools. The sooner Mrs Williams accepts that

fact, the sooner she will be able to do something to put it right. The crisis in numeracy is, I contend, even graver than the crisis in literacy."

He applauded the desire Mrs Williams had expressed on the issue of open government, and he hoped she would allow a wide variety of documents to be published. It was most unfortunate, though he did not hold Mrs Williams personally responsible, that when the Select Committee on Education asked for the PAR (Programme Analysis and Review) report it was told it could not have it.

He hoped that report would be made available so that people could judge exactly what the bases were on which policy decisions were being arrived at by the DES.

The policy decisions must be kept private. The Opposition accepted that. However, there was no reason why they should not see the preparatory work.

There was little sense of urgency in Mrs Williams's approach. When were they to have a debate on the Bullock report on adult education? They would like a debate, too, on the Russell report on adult education.

There was no clear guidance coming from the DES on transport policy. They had heard a word about the arts. The separate Department of the Arts in Belgrave

Square had been quietly abolished. The Opposition said Mr St John-Stevens had developed a coherent education policy which rested not on expediency or pragmatism but on thought out considerations of principle. The right to educate a child belonged to the parent and not the state. It was the parent that knew best for the child.

The Opposition had put forward concrete proposals for including the practice of that principle in the education system and were dismayed that the Government had refused to allow it to be written into the Education Bill which had just become the Act.

There was not nearly enough choice for parents in the maintained system. There should be a change in the system of catchment areas in order to give more flexibility, not to restrain choice but to help it. They had concrete proposals for national standards of numeracy and literacy. They wanted to strengthen the schools inspectorate, both centrally and on the circumference. They were deeply concerned about what was being taught in the schools.

They would continue to put forward their ideas and play their role as pacemakers in the education debate until such time as they had the power to put their proposals and principles into practice.



St John-Stevens: waiting for power.

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YOUTH CHARTER towards 2000

MPs appalled by sex discrimination

Girls are discouraged from studying science in some schools because of inadequate laboratory space, a House of Commons subcommittee has found.

"That appals me," said Miss Janet Fookes, MP, chairman of the education, arts and Home Office subcommittee, which began hearing submissions on Monday on secondary schools.

Mr D. G. Lambert, staff inspector for the Department of Education and Science, the first body to give evidence, explained that girls were discouraged from doing science by a lack of laboratories. Miss Sheila Brown, senior school H.M.I., said the evidence was based on some 20 schools. She cited as an example Birmingham consortium where a group of schools cooperated to make best use of resources.

Miss Fookes wanted to know if the Department was in touch with the Equal Opportunities Commission about this and Mr Lambert said that it was. He said that the subcommittee was looking at the evidence and would report back to the House of Commons.

Mr Lambert said that the subcommittee was looking at the evidence and would report back to the House of Commons.

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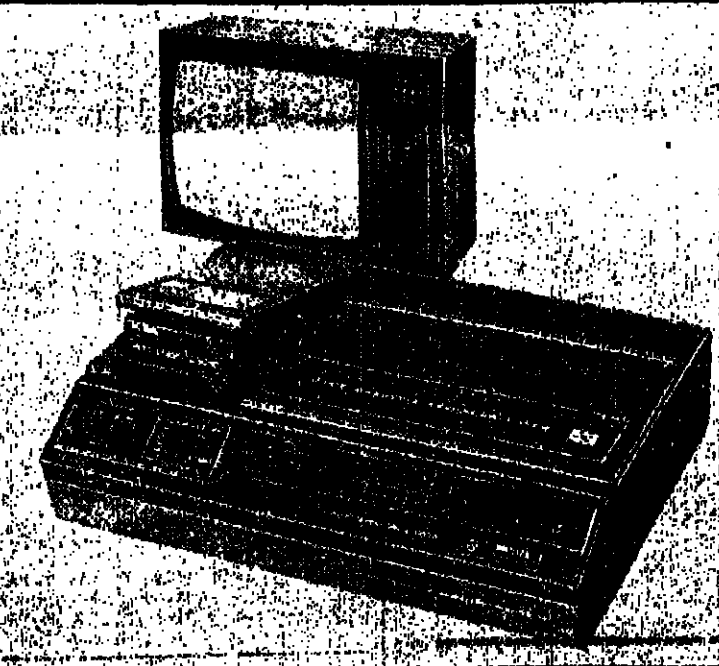
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Sixty years ahead.

Sniped at now from all sides

by Mark Jackson

Schools are attacked from a new angle in a report published today by the Rubber and Plastics Industry Training Board. They are blamed for not adopting the very reforms that most of their critics denounce.

The board has acquired a reputation for innovation, and the study it has sponsored departs strikingly from the conventional business view of the educational system's current defects.

In a 5,000 word document managers, industrial trainers, youth workers and educators agree with the common complaint that schools are failing to prepare their pupils effectively for adult life. But instead of calling for a return to traditional classroom virtues, the group:

- Blames the influence of the universities and of the exam system for an unchanging curriculum which is too academic for most pupils' needs.
- Calls for an approach based on a range of "alternative curricular pathways" which will provide a survival kit for modern living.
- Insists that education must develop self confidence, autonomy, and the ability to cooperate as well as teach basic skills.
- Urges the need to integrate schools into the community and involve groups from outside teaching in the planning and implementation of the new curricula.
- Suggests that the new approach will require changes in teacher training and in-service education.

The group contends that society as a whole is to blame for failing the young. It has left educators to make their decisions inside their own "closed circuit". The same thing is happening in other countries.

As a result, the educational system has become self-perpetuating and self-perpetuating. It relies more upon evidence from the past than any involvement with the present. "The system cannot pro-

duce a positive view of the future because it is unaware of the exciting possibilities."

Schools, the report claims, are unable to, and often not interested in finding out what happens to most of their pupils after they leave. They shape their activities to the needs of the minority who are going to stay within the "closed circuit" by going on to higher education.

Higher education dominates the curriculum through examinations which perpetuate the compartmentalisation and ossification of knowledge into subjects which become education for education's sake. The examinations are often "a hindrance to many kinds of valuable learning."

Teachers ignore further education and the qualifications associated with it, and often are unaware of them, directing their brightest pupils into the higher education sector instead. As a result further education is forced to accept the same higher education criteria as the schools. Employers, the report implies, often rely wrongly on examination results in choosing staff because they do not understand the limitations of examinations.

The report praises the Schools Council and the CSE boards, and notes approvingly at CSE Mode 3; but says that they have not had enough impact on the curriculum. The media have exaggerated the effect of the marginal and superficial changes that have occurred.

The group wants new curricula to be developed for pupils "whose goals are outside the educational system itself". The courses should take into account the vocational intentions and life goals of the pupils and prepare them for "growth towards autonomy in the life at work, at leisure, and in society". They should incorporate activities like link courses, work experience, and community service.

The esteem within society for the existing examination system means that the courses must not exclude pupils from gaining qualifications, but the greater integration of subjects and the coherent course structure should help the develop-

ment of new patterns of examination.

Employers, it hopes, may come to value courses which develop personal qualities, communications skills, and social understanding. But that would require close contact between schools and the firms they feed, clearer statements of curricular aims and modes of evaluating their attainment. Possibly it would also require the introduction of pupil profiles to replace traditional school reports and examination results.

The report puts great emphasis on the need for a two-way exchange between schools and industry, with initiatives from both sides. Besides changes in teacher training and in-service education to make teachers more aware of the needs of the outside world, it might help to bring in teachers with experience of working in industry or commerce.

Schools should embark on pilot schemes for curriculum development in cooperation with Further Education colleges, training boards, and employers. As well as courses run entirely with them, the schemes should include some based partly or almost entirely in the local community, including industry. The courses should include learning by experience of various kinds.

The group does not want schools to encourage a blind compliance with authority, or engage in vocational training. But one criterion of the courses must be whether they contribute to necessary skills such as literacy and numeracy.

Pupils need to learn the ability to cooperate, which is essential when working with others, instead of being made to feel as at present, that they are competing all the time with fellow-pupils.

The group recognises the "mass of good and positive action" that already goes on in schools, and that the education system cannot be held entirely to blame for its lack of accountability while the community fails to exercise its responsibility.

"Our report," it says, "is not an attack on teachers but a call to examine the barriers bedging the worlds of work and education."



Cavaliers and Roundheads fight it out.

Welcome to the siege

by Bob Doe

Civil War, seventeenth-century style, will break out in the East Midlands next summer for the benefit of schoolchildren. It is all part of the publicity for Education for Life, which has been instituted by the owners of Britain's stately homes to attract more school parties through their townships.

Opposing King's Army and Roundheads associations will take part in a two weeks' siege on a country house in Lincolnshire. Children will be able to inspect siege works, armour, weapons and other revolutionary artifacts as well as take part in the final assault on the house. But they will only be able to enter under a white flag.

Mr John Hodgson, one of the organisers of the year, said at a conference at Loughborough this week, that the object was not to get busloads of unprepared children descending on houses. It was a public relations exercise to make teachers, parents and local authorities more aware of the potential of the historic estates.

"These houses are Britain's greatest contribution to western culture. If they are to survive it is vital that people should be helped to enjoy them in the full. An open day on April 30 would enable teachers to see what local houses could offer. Schools which made the best use of the day be offered free refreshments, allowed to compile their own collection, litter or conservation.

The Marquess of Ely, of the Historic House, and host to the siege, said: "The more money we need to do the house."

One of the first of the conference took place in a room at the house. There is a contempt for visitors who alienate our kids," he said. "Pupils more aware of their city environment will be to the point."

A public relations officer, Loughborough, a house near the town, has made a collection of out of school visits, although it was a run with integrity. Teachers were sought and school authority talks.

He complained that behaved badly. They were school parties arrived in the morning. On one occasion, turned loose for the day had to be thrown out of the licensed restaurant.

THE ADVISORY CENTRE FOR EDUCATION announces details of TWO SHORT INTENSIVE COURSES LEADERSHIP IN THE PRIMARY AND MIDDLE SCHOOL FOCUS ON CHANGE

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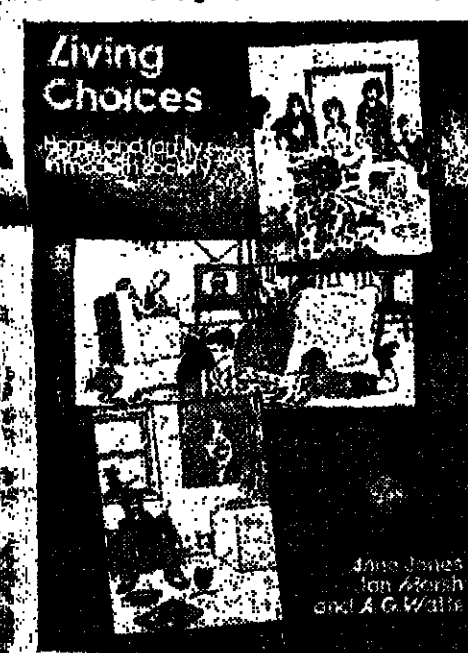
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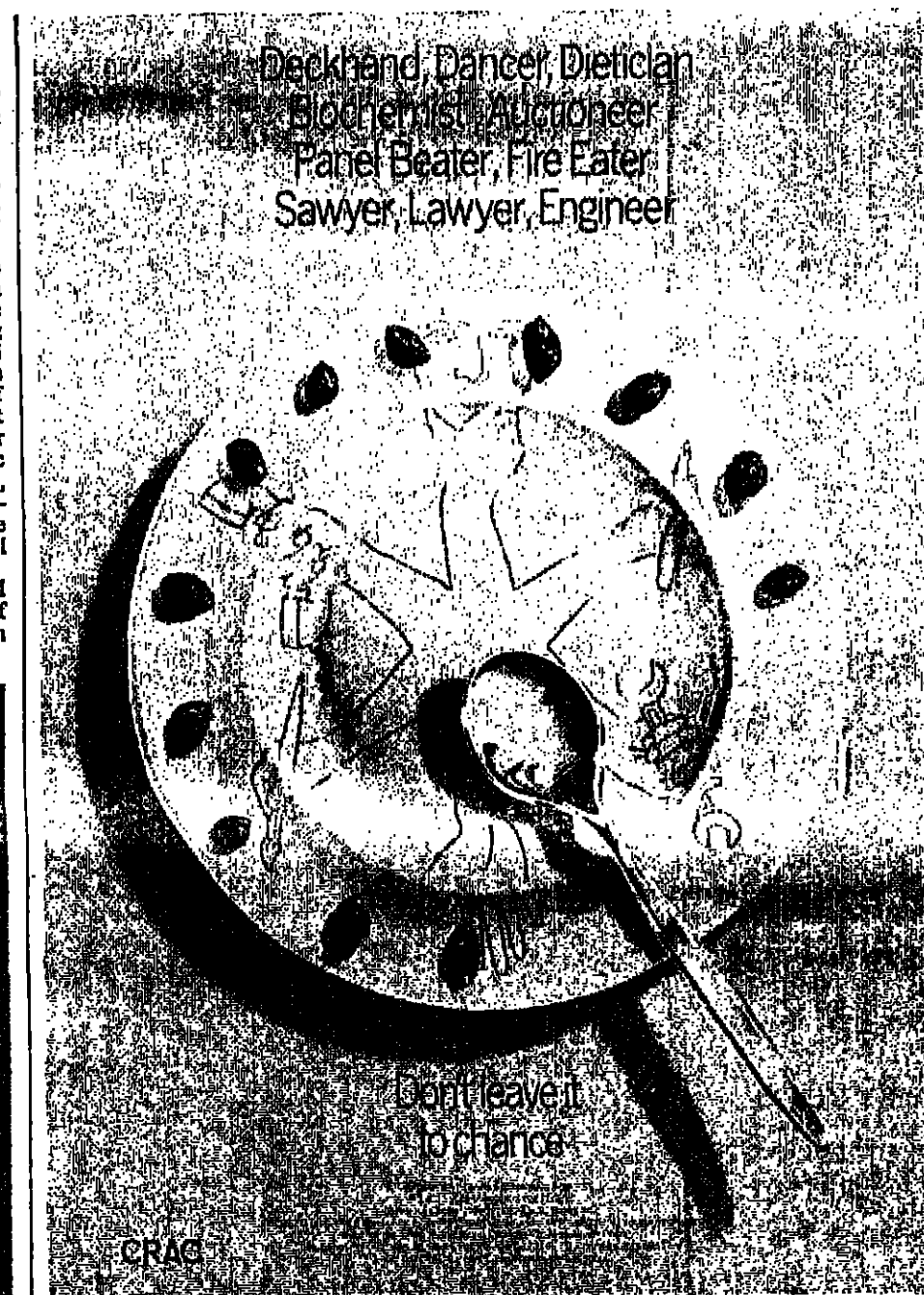
Crowley Occupational Interests Blank

NEW UNISEX EDITION The Crowley Occupational Interests Blank can be used both as a basis for group discussions and as an aid to counselling. It is primarily designed for the average and less able pupil, although it can also be used with unstreamed groups in the third and fourth years.

There are two parts to the questionnaire. The first measures a pupil's interest in five fields of work — outdoor/active, office, social, technical, and artistic. The second assesses the importance the pupil attaches to certain sources of job satisfaction — financial gain, stability, companionship, working conditions, and interest in the job itself. Both parts of the Blank may be completed and scored by the pupils with instructions from the group leader.

The *Teacher's Manual* provides a detailed guide to using the Blank, and also suggests ways of incorporating it into a curriculum programme. A separate technical section provides statistical data concerning the reliability and validity of the questionnaire plus some research and follow-up studies carried out in the ten-year period after the Blank was originally developed.

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Threat to sue could put a stop to caning

Parents should refuse to delegate power to punish children either to school or to teachers, says the Society of Teachers Opposed to Physical Punishment (STOPP). A letter to an L.A. should contain an explicit threat to sue.

Mr Nick Peacy, chairman, told the annual meeting of STOPP last week that parents were increasingly conscious of their powers. Their "yellow letters" would help in the fight against corporal punishment.

Legal advice was that such letters were unlikely to stand up in court because, it was believed, the power of the head to impose physical punishment was of the same category as his power to forbid smoking or racist on school uniform.

Nevertheless, these had not yet been a case where a child had been beaten after a letter had been sent. The impact was as much psychological as anything.

In many schools teachers did not

STOPP now has over 1,000 members, says Mr Peacy, partly because the group was run by professional teachers who had little time to partly because of publicity campaigns and particularly in the South-East, where physical punishment was common. The group had already written to many schools.

Mr Peacy said the National Child Development Study, which was now the largest study of children in the world, had been set up to study the same

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Full details and 1977 programme available from: Margaret Constable, CPRE, ADVISORY CENTRE FOR EDUCATION, 32 Trumpington Street, Cambridge CB2 1PQ. Telephone: 40888 (4 lines).

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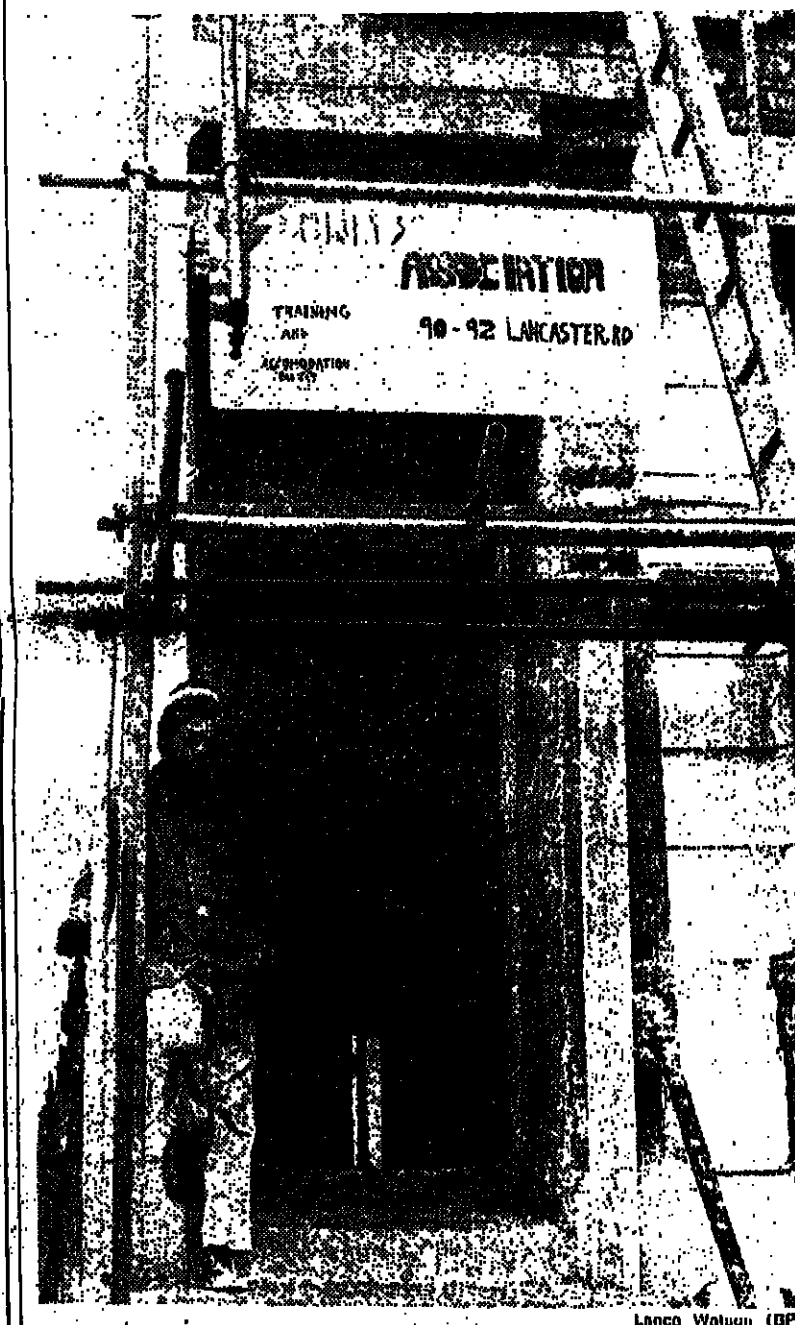
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The outbreak of violence in Notting Hill during last summer's West Indian carnival brought to the surface the tensions among young blacks. The riot burnt itself out but the problems remain—poverty and unemployment made worse by racial discrimination.

Several voluntary self-help organizations are tackling the problems. Typical of them is Unity, an agency which tries to find jobs or training for young black people and is currently employing some of them to convert two tumbledown houses into a hostel.

But it finds itself caught between two stools; on one side a growing feeling among black teenagers that they should turn their backs completely on white society; on the other side, a slow moving bureaucracy which hasn't woken up to the facts of discrimination. It is a prescription for disaster.

Report by FRANCES STADLEN



Unity separatism: the dilemma of Notting Hill

As an exponent of black separatism, there is no guarantee that the DES's Notting Hill Unit will be successful in its aim to help black teenagers find jobs and training. The unit is a small, voluntary organization which has been set up to help black teenagers find jobs and training.

Unity's director, Tony Sealy, has a better record than most for recognizing the needs of black teenagers. He has been successful in getting them into the mainstream of the community, but the introduction of a new black unemployment training scheme has put him in a difficult position.

His main point is that the DES's Notting Hill Unit is a small, voluntary organization which has been set up to help black teenagers find jobs and training. He has been successful in getting them into the mainstream of the community, but the introduction of a new black unemployment training scheme has put him in a difficult position.

He has tried to get the DES's Notting Hill Unit to help black teenagers find jobs and training. He has been successful in getting them into the mainstream of the community, but the introduction of a new black unemployment training scheme has put him in a difficult position.

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what was essentially a training scheme. It was rejected on those grounds, and they are applied with reference to colour. I reject the idea of a training scheme for young people who are not concerned about colour. We are in fact particularly anxious to help all disadvantaged groups.

He points to his defence to the money Unity is already getting from the job creation programme (to tide it over until urban aid comes through) and to the successful completion of another mainly West Indian project run by Hammersmith Council for Community Relations. Its director, Mr David Shackman, confirms that it has been successful and that half of those employed have now found permanent jobs.

As far as Tony Sealy is concerned, however, the relationship has not been a happy one. One of his objections is the maximum wage level laid down for the civil servants who act as supervisors on job creation schemes, and raised, after protests, to £36 a week. Unity is not the only sponsor to have had difficulty in persuading anyone to work for this rate and to have been forced to spend valuable time finding ways of supplementing it.

He is incensed also by the methods which the job creation programme has used to ensure that public money being spent by Unity is not being wasted. The London Council came down unannounced when I was out and started grilling the boys about absenteeism. When I returned he complained, in front of them, that I wasn't screening them carefully enough before taking them on. He seemed to have forgotten that his programme was designed precisely for the sort of youngsters who aren't used to working regularly because they cannot find jobs, or, if they can, cannot hold them down.

Since they started at Unity, they have really begun to settle down. They are genuinely trying to turn over a new leaf. All the work which organizations like ours are putting into this is being undermined. It's the same with employers. They give them mental jobs, pay them next to nothing, and then complain when they walk out. That they are unstable.

It is not the first time that Unity has felt the pressure being put on it from under its feet. Earlier this year Tony Sealy tried to secure one of the empty bays under the Westway motorway to set up a training workshop. He got careful costings and called in a meeting of possible sponsors, including the Home Office, the Manpower Services Commission and the Community Relations Commission, suggesting that they might split the cost.

The outcome was a letter from the Home Office turning the idea down on the grounds that it was "no national or innovative significance". "This thing and fixing of civil servants to fit in with bureaucratic criteria and to please the politicians has got to stop. We go down the road, full of money, and council to the government and back again, and always we come up with some kind of negative result."

It is political gambling. He is not going to get wrapped up in false promises and broken gestures much longer. The situation round here is practically out of control. It is far too grave to be reduced to that."

The apparent ease with which white activists in North Kensington have managed to spawn so many of their own projects—without, it is felt, substantially contributing to the social and economic well-being of the black community—is strongly resented.

Of the group of black and white projects recently submitted to the job creation programme under the auspices of the white-run Notting Hill Social Council (under the name "Jobs in North Kensington"), the only one that has not run into trouble or been rejected is an afterthought thrown in by its secretary, John Shinton, in answer to a force of young people to do odd jobs like window cleaning, gardening and decorating.

The community planning workshops proposed by two of the black organizations involved—Grass Roots and the Community Action Group—were turned down and it looks as if Grass Roots will have to settle for hostels to be built by local authorities for black teenagers.

The fifth scheme to complete work on a badly needed community centre is also in jeopardy. John Shinton is the first to express dis-

Black self-help in Notting Hill is being eaten away by exhaustion and exasperation. It sees itself as the victim of an establishment plot to divide and rule. Tony Sealy's greatest fear is that he will run out of steam, that Unity will become stagnant and incapable of delivering the goods it has promised in return for self-sacrifice.

The solution he is now considering is to cut out altogether the debilitating business of lobbying for government funds, which far from being the condition of survival, seems to be his greatest threat. He would not be the first to shut up shop.

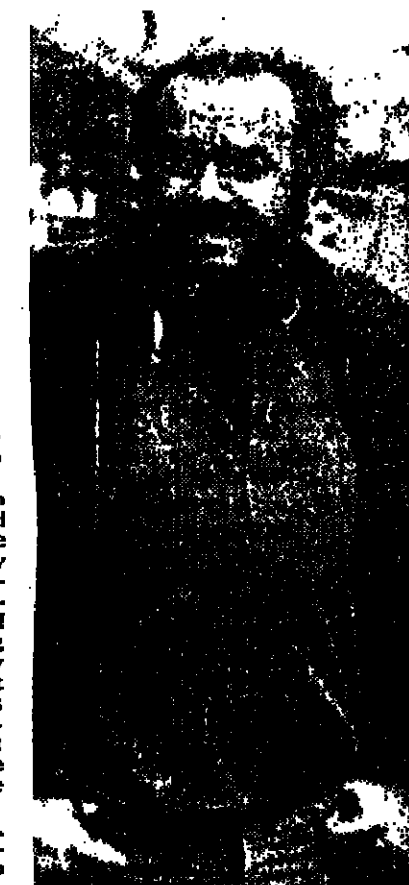
He is reluctantly coming round to the sort of future already envisaged by many of his colleagues in the black community, including Tony Soares, of Grass Roots. "Economically we are very weak. We're under-represented in trade, commerce and administration and we're allowing urban aid and the rest of it to buy us off. We've got to think about planning our own training schemes in trades that will be directly relevant to black people. We should set up our own business and service industries as the black Muslims have done in America."

"Somehow," adds Tony Sealy, "we've got to instill a spirit of sacrifice and service in our young, equip them, improve their image of themselves as educated men so that they understand this society and their role in it."

There is little comfort for anyone to be drawn from the separatist rhetoric now commonplace in Notting Hill. It is certainly going to take more than brave words to respond to the bread and butter requirements of West Indian teenagers.

Tony Sealy is also aware of the dangers of pushing the principle of self-help to the point of self-sufficiency. "Make no mistake, if we decide to go it alone and turn our backs on the establishment, we're going to have to think about defending ourselves as well. All of a sudden I'll want to get on the net. I'll start to get anxious. That's when it's police force really could become necessary."

As far as he is concerned the establishment has passed the buck. Now it's up to the black community to take responsibility for containing the younger generation has devolved by default on to a handful of hard pressed community activists. They do not need the advice of the establishment to remind them how easily frustration can erupt into violence. The responsibility for that eventually would, they argue, lie fairly and squarely with the powers that be.



Tony Sealy: incensed.



Two Unity workers.

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For all courses other than the one referred to at 1(b) above, application forms and further particulars may be obtained from the Admissions Office (Ref. CS), Moray House College of Education, Holyrood Road, Edinburgh EH8 8AQ. In the case of the course at 1(b) above the relevant information and form should be requested from The Clearing House for CQSW Courses, 4th Floor, Myson House, Railway Terrace, Rugby, Warwick CV21 3HT. The normal closing dates are: January 31, 1977 for courses listed at 1(a), 1(b), 2(a) and 2(b); and March 31, 1977, for course 3 above.

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Making the most of the land: productivity on British farms could be greatly increased by technological innovation.

Growing our own way out of trouble

Science diary
by
John Maddox

What should be done to improve the contribution of university science and technology to the health of British industry? That is the core of the question tackled in the latest report from the House of Commons Select Committee on Science and Technology.

For once, the Select Committee has produced a report which, by good fortune, comes at a time when universities and polytechnics, on the one hand, and the Department of Education and Science, on the other, are likely to take some notice of what has been said.

The old superstition that Britain concentrates too much on basic research takes a tumble right at the beginning of the report. The Select Committee points out that of the total spent on research and development in Britain in 1974, only 11 per cent went on basic research. This compares with proportions of 28 per cent and 27 per cent in Japan and West Germany respectively, and with 15 per cent in the United States.

The committee says explicitly that the industrial problems of the United Kingdom "cannot be attributed to an over-emphasis on basic research". It does not explain why basic research occupies a comparatively lowly place in the total science budget, but it does infer that one of our troubles is that "pure science has been dignified as a profession—or an art—requiring no external justification and with no external aim".

Even this valuable inquiry has not been carried out on a sufficiently wide canvas to make this conclusion compelling. Precisely what the basic research component of the British science budget has become relatively so small is an unanswered question. A part of the trouble is that nations differ in the way in which they distinguish between basic and applied research. When every allowance has been made for ambiguities like that, however, the fact remains that at least a part of what passes for spending on applied research in Britain consists

of largely useless expenditure (such as that on Concordo) or the cost of running large institutionalised laboratories (such as the defence research establishments) whose national purpose has never been examined dispassionately.

Add to that the widespread suspicion that much of the support for industrial developments channelled through the Department of Industry, on behalf of shipbuilding for example, is designed (or was in 1971) to prop up ailing industries and not to blaze a new trail in technology and you are quickly driven to the conclusion that much of the "other" 89 per cent of spending on applied research and development is wasted effort.

None of this is a complaint against the Select Committee's report, most of which is concerned with technological education in universities and polytechnics.

Briefly, the committee is concerned that education in science and technology should more effectively prepare people for industrial life. So far, so good. My own belief, however, is that Britain will never be turning out engineers of the kind that industry needs until most engineering courses last for longer than the now standard three years.

The truth is that what we need are engineering courses organized much like medical courses, with two or three years of basic engineering science followed by a period of carefully structured apprenticeship.

In discussions such as these, the technology of agriculture is too often forgotten. In reality, however, agriculture remains one of the country's most important activities, and if our economic decline continues it is likely to become even more significant. In the circumstances, the Royal Society's conference on agriculture two weeks ago was, to say the least of it, well timed.

The underlying theme of the conference was the need to be at least prepared for growing a larger proportion of the country's food at home. One of the constant puzzles in such discussions is that, even with existing farming techniques, productivity seems to vary enormously from one farm to another.

Best performance in growing wheat or beef may frequently be two or three times the average, while innovations (such as the use of lucerne as a fodder crop) are slow to spread throughout the country in spite of the £80m a year spent on research and the advisory services. Why should this be?

The answer is to be found not in the technology of farming as such but in the economic structure of the farming industry. All too often, farmers are inhibited from trying to get the best out of their land by lack of capital, the lack of skilled help (or an unwillingness to employ skilled people) or even just by the lack of a sufficient financial incentive.

After all, if a farmer is helped by means of grants and allowances to maintain his land, and if he enjoys (as he does) the sure knowledge that he is getting richer all the time as his land appreciates in value, he can quickly be led to calculate that the best strategy is to produce only enough from his land to keep himself and his family supplied with their immediate needs. Why bother to aim for higher production, thus increasing the financial and physical risks—and having to pay extra tax if it all works out?

of farming are grievously exacerbated by the curious way in which the Ministry of Agriculture, Fisheries and Food shares with farmers not merely the costs of maintaining their land (with drainage, fencing and fertilizer subsidies) but also the cost of capital improvements. In this industry as in others, it would be far preferable if steps were taken to ensure that successful production should be profitable.

Technically, there seems to be every prospect that the output from British farms could be substantially increased by technological innovations now available or in prospect. The more systematic use of grass as a crop should be taken seriously, as should the new techniques for the use of seed-drilling machines and herbicides as a means of eliminating the plough. Irrigation is not as widely practised in Britain as it needs to be, while there is still plenty of scope for the breeding of more productive crop plants and animals.

Although a great many people at the conference were shaking their heads over some disturbing signs that the steady increase of the productivity of British land (which has doubled since the Second World War) is now less rapid than it used to be, there is a long way to go before the theoretical limits dictated by the photosynthetic efficiency of existing plants is reached.

There is in any case no reason why the present limits of the photosynthetic efficiency of plants should not in the years immediately ahead be substantially extended. Hitherto, plant breeders have not had this as an over goal. But now, with all the exciting talk of how it may soon be possible to endow plants of various kinds with genes that enable them to fix nitrogen directly from the atmosphere, all this may change.

In short, there is no reason why the rapid increase of the productivity of British farmland in the past few decades should not be sustained until the end of the century and beyond.

Suspensions after secret inquiry

The principal and a department head of the Isle of Ely College of Further Education and Horticulture have been suspended on full pay following an investigation into the college's management.

The suspension of Mr Arthur Goodburn, the principal, and Mr Robert Winder, head of the building and engineering department, comes after the publication of a secret report from a special committee of inquiry set up by the college's governing board earlier this year.

The board considered a series of complaints from the teaching staff about the management structure, admissions policy and course provision at the college, which has 1,600 students and was established in 1956. Cambridgeshire County Council has made arrangements for the temporary management of the college pending the outcome of a private disciplinary committee hearing which is expected to be held this month.

A spokesman for the council said this week: "The men were suspended last week after the governors of the college had considered the contents of a 41-page report prepared by the special committee of inquiry. The report recommended that both Mr Goodburn and Mr Winder should be required to answer specific charges and grievances against them and this was accepted by the governors."

He said the inquiry committee of six governors met 16 times for a total of 92 hours and interviewed 50 people before reaching a decision.

Mr Goodburn has been principal of the college since 1964 and Mr Winder is one of its longest serving members of staff.

Teaching staff at Hensworth College of Further Education staged a half-day strike and protest meeting last week against proposals by Wakefield education committee to bring all provision under the administration of Hensworth High School. The college's engineering and printing department is to be closed and vocational part-time students will be sent to other colleges. Part of the college will be used to house secondary school pupils.—THES.

Bhutto's daughter tops Oxford poll

Miss Benazir Bhutto, 23, daughter of the Prime Minister of Pakistan has been elected President of the Oxford Union. She is the third woman to hold the position.

Earlier this year Oxford University planned to confer an honorary degree on her father, who was president in 1971-73. The idea was dropped, however, following criticism in Congress—the university parliament of Pakistan—of alleged involvement in some of the atrocities in Bangladesh.

Girton to go mixed

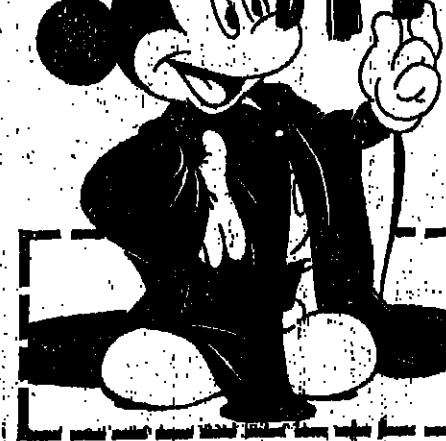
Girton, the oldest Cambridge women's college, built two miles outside the city 105 years ago to debar male visitors, is to take men students next year.

Male graduates are to be admitted and undergraduates will arrive as soon after 1978 "as seems expedient". Working committees of dons and students will be set up to discuss detailed arrangements, the college said.

Girton is the first of the Oxbridge women's colleges to go coeducational, and there are not expected to be any difficulties in fitting the men in.

The college, which has 450 students, was founded in 1869 in a rented house in Hitchin. Its present building, built up outside Cambridge, was put up in 1929 and is large enough for visitors but far enough from the college to avoid scandal.

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Now you discriminate, now you don't

American colleges are finding themselves in a "Catch 22" situation over the admission of "minority students".
Michael Binyon reports from Washington

Ironically, one of the most troublesome issues in American higher education today is race. Universities and colleges, traditional homes of liberalism, have been thrown into greater disarray by efforts to extend opportunities to blacks, Spanish-speakers and other minorities that almost any other public institutions in the country. In an increasingly bitter atmosphere, universities have been accused of becoming bastions of racial discrimination, while they argue that regulations, suitable for car factories, cannot be enforced over students in academic institutions.

The issue has been brought to a head in the past few weeks by a series of court cases on "reverse discrimination". Last week the United States Supreme Court ordered the University of California to stop a programme at the Davis campus of the University of California which reserved a quota of places in the medical school for minority applicants. The Supreme Court is likely to issue a landmark ruling soon on academic programmes of positive discrimination, or "affirmative action".

At stake is the constitutionality of such programmes. For several years now all higher education institutions have been ordered by the Government to make special efforts to increase the intake of blacks, Spanish-speakers, American Indians and other designated minorities, both as students and teachers. The ratio of black students is still below that of blacks in the population as a whole. In the case of university teachers, way below. Universities that fail to make any effort risk having all federal government money cut off.

The Department of Health, Education and Welfare insisted that these efforts do not mean colleges must keep "quotas" for minorities, but that in effect is how the regulations have been interpreted. Universities have to prove to HEW's Office of Civil Rights a rapid increase in the number of minority teachers, and students—the only way to do so is to give preference to black students and teachers if they are reasonably qualified. This also applies now to women, who have come to be thought of as a "minority group".

Three years ago this practice was challenged by a student called Marco DeFuria. He applied to the University of Washington Law School, but was rejected in favour of a less-qualified minority student. He claimed he was the victim of racial discrimination, and his case went to the Supreme Court. However, his case was declared moot in 1974 as he was subsequently admitted to the university before any ruling could be made.

Now another white student, Allan Bakke, has challenged the University of California, Davis. Medical School reserves 16 out of

University of California will set the precedent. The university openly admits that the practice is discriminatory, but argues that it is impossible to increase the number of black doctors—something the government is constantly urging—without reserving places for black students.

The California court recognized the dilemma, and came up with an extraordinary solution: universities could constitutionally reserve places not for minority students but for those from disadvantaged backgrounds, and the court said since it was well known that many blacks came from poor and deprived backgrounds, the effect would be the same.

To the university, this was semantic nonsense. But many minority groups and civil rights activities have since urged California not to go ahead with its appeal. They fear, with some justification, that when the Supreme Court does rule—as it has promised to do soon—it will eliminate affirmative action programmes all over the country as unconstitutional. (The 14th Amendment, offering equal protection, specifically outlaws discrimination on racial grounds of any kind.) The mood of the court is certainly less sympathetic to the University of California's argument than it was a few years ago.

Affirmative action programmes have become more and more unpopular even in liberal institutions for several reasons. First, they have been very clumsily administered. The Office of Civil Rights at HEW is staffed by a large number of peculiarly vindictive bureaucrats, who appear to believe that universities' superior attitudes must be struck down. What can apply to General Motors can apply to Harvard.

A telling example of this occurred recently when Harvard's Department of Religious Studies was asked why it had not hired a woman or minority teacher for a recently advertised post, as it had none. Harvard replied that for that reason it had not advertised the post. In the university, "the result" is a senior teacher said, "that anyone with a drug record who had been picked up by the police could get in here". The programme was swiftly dropped.

But academic disillusion is not shared by many as evidence that the universities never really wanted to do anything in the first place. Reluctance to make much effort has certainly been clear in some institutions: Mr. E. E. Holmes Norton, New York's dynamic Black Commissioner of Human Rights, told a higher education conference last March that universities had failed to champion equality within themselves or with society.

They had richer resources, which to work out solutions to society's racial problems than politicians, judges or the government, who said no other employer was in a better position to influence government equal opportunity policies than the universities. They had played their part in special cases, and all efforts had gone into fighting affirmative action.

Such accusations touch sensitive areas to the quick. They have done the University of California, which the Supreme Court will clear where they would and would not walk in this minefield.

But in the field of employment it has failed. The basic problems, which HEW has not taken into account, is that there are not



Whites in a "minefield"

enough qualified minority teachers because the number of black women—postgraduate students is very small. Indeed, the total proportion of women teachers in American colleges and universities fell last year.

A growing number of top black intellectuals have criticised affirmative action as being counterproductive—the most articulate probably being Dr. Thomas Sowell, associate professor of economics at the University of California at Los Angeles. He says such programmes devalue all degrees held by blacks. Dr. Sowell also argues that lowering of entrance requirements to encourage more black students at prestigious universities is harmful.

The result of the ham-fistedness in which affirmative action has been administered has been to embitter many liberals who normally supported the idea.

Many are turning against just the programme itself but a whole idea of making any effort to increase the participation of minority students in higher education. In the university, the University of California at Los Angeles, for example, had a programme to search out academic talent among young black students in trouble or who had formal qualifications but no money. In the university, "the result" is a senior teacher said, "that anyone with a drug record who had been picked up by the police could get in here". The programme was swiftly dropped.

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Fresh aid for young job-seekers has been introduced in Sweden and Denmark. Mike Duckenfield, Scandinavia correspondent, reports

Carry on studying, jobless told

Emergency measures to help unemployed youngsters, originally brought in by the Swedish government for this year only, are to be kept until at least the end of next June following a continued rise in the number of jobless.

Although only 7,000 or 1.8 per cent of the work force generally is unemployed, 43 per cent are between 16-24 and 23 per cent are between 16-19. The number of teenage jobless (17,000) is 22 per cent higher than a year ago.

This is despite increases from 38,000 to 40,200 in all ages taking part in vocational training courses for the unemployed and 1,000 to 10,000 youngsters in limited-period emergency public works jobs, neither of which are included in the unemployment figures.

It has also led the government to sponsor several experimental schemes, which so far have only had at best modest success. One costing 1m Skr last year used a social worker in Uppsala to guide long-term unemployed youngsters and those with drug problems into work. However, only 40 jobs were found and there was a one-third drop-out rate.

Worst affected among the young unemployed have been girls, who on leaving school find themselves competing with housewives. Recent job security legislation means that employers often prefer older women who are less likely to have long careers. This gives employers greater flexibility of manpower.

So far, the government's answer to unemployment, particularly among 16-19 year olds, has been to tell them to carry on studying. About 72 per cent of 16-year-olds do so at present.

Continued studies also form the centre of the Danish government's latest package of aid for jobless under-25s. Last year, 43.5m Dkr (£4.5m) was allocated to the Education Ministry for extra courses and parliament has now agreed to grant 153m Dkr to expand provision over the next 18 months to two years.

Training courses for nearly 8,000 youngsters are to be arranged according to local demand. These include 1,800 places at upper secondary schools with pupils taking a maximum of three subjects over a six-month period.

There will also be special courses for 2,200 pupils on year-long courses at commercial schools and a similar number taking part in technical and engineering school courses and 1,400 vocational training places in metal, commercial and office work.

an hour subsidies to meet about 75 per cent of extra wage costs if they hire unemployed under-25s to fill temporary vacancies created by sending employees on in-service training courses.

Also, existing wage subsidies to firms sending workers on courses instead of making them redundant are to be kept at double the normal rate: 12 Skr instead of 6 Skr an hour.

The fact that youth unemployment appears to be becoming a permanent problem has led to demands by the National Labour Market Board for more vocational training in schools, better pupil contact with working life and improved in-service courses.

It has also led the government to sponsor several experimental schemes, which so far have only had at best modest success. One costing 1m Skr last year used a social worker in Uppsala to guide long-term unemployed youngsters and those with drug problems into work. However, only 40 jobs were found and there was a one-third drop-out rate.

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Strong criticism of career guidance

from John Kirkaldy

Career guidance for school leavers and the newly employed in Australia is inadequate, sketchy and often non-existent, according to a report, *Transition from Secondary Education to Employment*.

The report was prepared by a committee of 12 under the direction of the federal Education Department. The committee included representatives from state education and labour departments, private schools, unions and employers. The report was commissioned by the Australian Educational Council which comprises state and federal Education Ministers.

The jobs rate in the under-20 age group has been more than 10 per cent or 80,000 employees in the This group comprises 12 per cent of the labour force and represents 36 per cent of the unemployed.

Since the mid-1960s, the unemployed level in the 15 to 19 age group has risen, apparently independently of the overall unemployment level and the general state of the economy (TES, October 8).

The report found that about 25

per cent of 80,000 employees in the 15 to 19 age group had changed their job in the previous year. About 8 per cent of the males in this group had held three or more jobs in this period. Job changing in the 20 to 24 age group was even more extensive.

Career guidance is very limited at all levels, says the report. There is almost no counselling provided for young entrants to the work force by employers who are "largely unaware of how to deal with young people emerging from the modern educational system and influenced by modern society", for example.

Exceptions are federal and state governments and big companies which run induction and training schemes. However, as the report points out, 93 per cent of employers employ fewer than 20 people, and lack the resources for such programmes.

The report finds three basic faults with career guidance at both private and government schools: school leavers apply for a job after an education with little relevance to their chosen career; employers accept them often as a last resort; many teachers have inadequate knowledge of qualifications and skills required by commerce and industry.

It also calls for urgent federal and state legislation to allow school students to participate in work experience programmes. It recommends that the Australian Education Council should set up a national committee to advise them on developments in vocational training.

Young people in rural areas, aborigines, migrants, the low skilled and less educationally qualified are recognized by the report as having special difficulties in career guidance. It urges the federal and state governments to set up committees to investigate these categories.

The report admits, however, that major initiatives in combating unemployment among school leavers have to come in the form of economic recovery and job creation policies.

The report confirms mounting apprehension that schools are failing their students in preparing them for life. This has been highlighted by the recent setting up of a committee to investigate education and training for the labour market to be held under the chairmanship of Professor Bruce Williams.

You can't give responsibility like this to just anyone.



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Graduates or undergraduates in the final year of a degree course should consider the advantages of the Graduate Entry Scheme. Any University or CNA degree is acceptable. For further details write to: Supt. David Mellor, Room 511, Horseferry House, Dean Rye Street, London SW11. The closing date for applications for 1977 is 12 February (Metropolitan Police only — 17 January).

The challenge of the big cities

After the first two years they may decide that the Uniform Branch gives them the variety and satisfaction they seek. Or they may be looking for the chance of a more specialised role in Traffic or the CID. The opportunities are there. Especially in the big cities. There's a current need for men and women to help crack the problems the big cities produce.

	1976	1977	1978	1979
CONSTABLE	22,740	23,408	23,408	23,024
SERGEANT	2,788	2,844	2,844	2,800
INSPECTOR	2,446	2,500	2,500	2,464
CHIEF INSPECTOR	2,386	2,476	2,476	2,440
SUPERINTENDENT	2,476	2,544	2,544	2,500

Current maximum rent allowance varies from £420 - £590, according to area, (half for single officers).

Starting pay is £2,400 per annum for a 40 hr week, rising to well over £3,000. Plus free housing or a generous rent allowance.

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Right now the police need men and women of 18½ or over, who've got some 'A' levels, and may have gone on to take a degree.

Young people who want to make the most of what they've got — and that's what a police career is all about.

The first months

The first few months are spent on a course at a Police Training Centre. There's plenty to get through. Police procedure, a lot of law and practical work.

The action

Back at the force training continues by getting stuck into real police work. Under guidance at first, they'll gradually take more initiative and responsibility of their own. The experience they gain now will be vital to their own career no matter how far they rise. A police officer's work is demanding. It develops character and judgement.

For more information about life and career prospects in the police, please write to: Police Careers Officer, 7th Floor, 65 Romaine Street, London SW1P 2AX. Please send me the illustrated brochure on training, life and career prospects in the police.

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LETTERS

Guilt edged equality

I suggest, therefore, that this new grading be discussed again, with a strong recommendation for a reversal to the former grades. I say this chiefly for the sake of the pupils, some of whom are suffering badly from strain and a real inability to cope with the work of the sixth form.

GWEN M. RODERICK,
144 Banbury Road,
Stratford-on-Avon.

Forgotten few of FE

Marks for pedantry?

Sir.—While agreeing wholeheartedly with your correspondence Mr W. S. Bunnell (November 19) that many applications for teaching posts contain inexcusable errors, I am a little disturbed by his choice of examples. It appears from these that he judges applicants as well as only according to generally accepted standards of English usage but also by his own personal and rather rigidly held likes and dislikes. It might be far better to advise teachers applying for posts to submit a specimen of their writing for perusals by a competent and old-fashioned business English.

My own view is that intelligent and thoughtful people use the English language in a variety of ways, none of which can be regarded as defective.

ANDREW W. HOLDER,
24 Bevin Road, Morley, Leeds.

Cuts: case for self sacrifice

munity self-help provision. With the under-fives, this recipe a double benefit, in as much as it develops the capacities and potential not only of the children but also of mothers and other members of the community, many realizing their capabilities and interests for the first time through service and involvement; it also avoids different standards and possible conflict between home and school.

The same principle can be applied to many other fields. Not only will the children of the children of the next generation benefit but it also enriches the adults now and will go some way to make us once more into a caring society.

ROBERT F. LANDOR,
The Mount,
North Avenue,
Asbourne,
Derbyshire.

Wrong route into Europe.

Sir,—After noting that "MPs with special status for science" there is "No time to lose to save the nation", I turned to page 11 of the TES (November 19) to find that 11 postgraduate students in Britain are enrolled at the European Institute and that the grants are being paid by the British Government.

It will have been noted that in her letter to Sir Alex Smith defending the propriety of the new examination of Education, Mrs Shirley Williams makes only the briefest mention of students taking GCE examinations in the further education sector. In the appendix which gives detailed reasons for the deferment, she concentrates on the schools. It would seem that if the minister and her officials are concerned about the existence of GCE students in the further education sector they do not consider that they have any different problems from pupils in schools.

The minister has only deferred the introduction of the new examination and I believe the breathing space should offer lecturers in the further education sector an opportunity to consider the implications of the new examination or day release in colleges of further education after they have considered the proposals. It must also be what is the position of the more mature person who has no academic qualification at all? If the Grade 1 CEE is to have a higher standing than the Grade 2 CEE, is a mature person seen the CEE as a bridging course to more advanced academic undertakings?

It is reasonable to assume that Mrs Williams's letter will help to initiate a number of conferences and ad hoc bodies which will consider the next steps to be made. I say one expects the hope that further consideration of the needs of lecturers will be invited to attend at the early stages and not just before final amendments are made to the revised proposals.

P. RICHARDS
General Studies,
St. Michaels College of Higher Education

But grammar can be fun . . .

Sir,—The fact that Pat D'Arcy is the present chairman of the National Association for the Teaching of English sheds much light on what has been going wrong in education in recent years, while the content of his letter (November 12) to the *Irish Times* is the proof of a member of the society for the propagation of common sense.

He claims that children are already using basic grammar and syntax by the age of six. Has it really not occurred to him that they have, picked up that skill by listening to

gales, the pupils can understand words as tools, sentences as machines with moving parts, even by underlining with coloured chalks? There is no reason why grammar should be any more dull or arduous than so-called mathematical concepts, such as symbols, $\frac{1}{2}$, $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{5}$, $\frac{1}{6}$, $\frac{1}{7}$, $\frac{1}{8}$, $\frac{1}{9}$, $\frac{1}{10}$, $\frac{1}{11}$, $\frac{1}{12}$, $\frac{1}{13}$, $\frac{1}{14}$, $\frac{1}{15}$, $\frac{1}{16}$, $\frac{1}{17}$, $\frac{1}{18}$, $\frac{1}{19}$, $\frac{1}{20}$, $\frac{1}{21}$, $\frac{1}{22}$, $\frac{1}{23}$, $\frac{1}{24}$, $\frac{1}{25}$, $\frac{1}{26}$, $\frac{1}{27}$, $\frac{1}{28}$, $\frac{1}{29}$, $\frac{1}{30}$, $\frac{1}{31}$, $\frac{1}{32}$, $\frac{1}{33}$, $\frac{1}{34}$, $\frac{1}{35}$, $\frac{1}{36}$, $\frac{1}{37}$, $\frac{1}{38}$, $\frac{1}{39}$, $\frac{1}{40}$, $\frac{1}{41}$, $\frac{1}{42}$, $\frac{1}{43}$, $\frac{1}{44}$, $\frac{1}{45}$, $\frac{1}{46}$, $\frac{1}{47}$, $\frac{1}{48}$, $\frac{1}{49}$, $\frac{1}{50}$, $\frac{1}{51}$, $\frac{1}{52}$, $\frac{1}{53}$, $\frac{1}{54}$, $\frac{1}{55}$, $\frac{1}{56}$, 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Beware watered down science

Sir,—Many science teachers and career advisers must have been alarmed to read in the TES (November 19) that an IIM for science was advocating the replacement of physics, chemistry and biology by a single unified course in science. The effect of such a change was said to be to maintain studies in the science disciplines for as long as possible.

Sir,—If the Schools Council now lends its authority to reports that descend to strip cartoons in their attempts to communicate with teachers, I hope they will now desist from supporting elusives that is rising.

DONALD LEIGHTON,
1 Christian Street,
Murryport,
Cumberland.

Hoyer craft

Sir,—I have read with interest the account by Harry Judge of his visit to Hungary (November 5). However, as a rotation of some years standing, I should be grateful if he could instruct me in the art of hovering which he there attributes to us. My weight is something in excess of 14 stone.

P. CASSIDY,
St Mary's College, Blackburn, Lancs.

Observing the mean

Sir,—A. Armstrong asks whether "regression to the mean" of intelligence is a concept dependent upon Cyril Burt's data (November

For any trait which is stable from one generation to the next, there are two possible observations which are equally likely. First, the parent has an identical score to their offspring. The second is that they do not. If the latter is so (we do not need Burr's figures to tell us that) then "regression to the mean" is observed.

The extent of the observed regression can be calculated for a given trait, such as intelligence. The result will not tell us whether the trait is genetically inherited, however.

B. RODGERS,
London School of Economics.

Languages are fighting for survival

Sir,--Your correspondents seem to agree that our recent attempts to teach French have not succeeded with many pupils. It was an awareness of this which led me to try a new method in a school where I teach. I now have a third year class of pupils who have been learning French for a year in this school. These pupils who, I am convinced, would not have coped with a traditional cumulative course, are now in good progressive confidence and enjoying French.

Now I do not conclude from this experience that a modular approach should replace all others. I do, however, consider it to be one possible alternative to the traditional stages of development, which teachers should examine periodically as it possible aid for those pupils whom are now failing. A modular approach does not mean that the rule out learning to speak

handle recurrent structures or an appreciation that verb-forms, for instance, conform to certain rules, as Mr Russell suggests (November 12). Indeed, by constantly presenting the same structures in different situations, the chances of the pupils learning to understand and use those features of the foreign language will undoubtedly be reinforced.

So far as writing is concerned, may I repeat that I believe it should disappear from public examinations at 15 plus. Research done into language learning in the last few years shows clearly that even graduate linguists are not called upon to write in a foreign language. On the other hand, I do not question the role of writing as a learning tool.

Finally, as Mr Graham makes clear, foreign language teachers must either revert to frank ellipsis or to the use of the foreign language in the demands of a wide syllabus, rather

However, and whether we approve of it or not, teachers of other subject areas who do teach the whole ability range frequently resent the demands of French teachers to work with the slowest children. We must continue to include a foreign language in the curriculum, we must either justify this elitist to our colleagues and convince them that it is in the best interests of the children and the school, or we must learn to accept and overcome the problems faced daily by those colleagues. We have so far generally refused to do either, and we leave us dangerously exposed to the attacks which are being mounted on the position of foreign language in schools. Unless foreign languages are taught, and are shown to be useful, they will be dropped. To meet, the needs of the child, and on us by society, we shall find our subject disappearing from schools.

MICHAEL BUCKBY,
Language Teaching Centre,

Testing point

Sir—As director of the university project described in "The Teachers Know Best," says (November 10) I was perturbed to see one factual error. I am a wise fair and honest reviewer. I will report the teacher involved in the project advocate various forms of examination in education. These forms include norm and criterion reference usage. You can imagine my dismay at such a negative educational dictum to find that we had been guilty of rejecting the notion of evaluation. We had in fact recommended a variety of approaches which we had the very form of evaluating which had been described.

JACK WILHELMHEAD,
Education,
Bath University

Uncharitable

Sis - With regard to your report of an interview with Mr Ben Whitaker concerning the forthcoming report on charity law, I think your readers should know that I regard his comments as unfair on the members of my committee. I hope they will await publication of the report and read it so that they can judge for themselves.

GOODMAN,
4 Little Essex Street,
London. WC2.

Are we going back to the hickory stick?

See—It looks as if the days of approval for "Reading, writing and arithmetic taught to the tune of a hickory stick" are still with us. The short article in the TES, November 19, headlined "Obviously, I would say," "Top marks for traditional teaching" reported that a group of traditionally taught children did better in reading and mathematics than a matched group taught informally. The informally taught

"appeared more calm and mature, more relaxed and adventurous". The article decided that traditional methods had been shown to be "significantly better".

"I would not want pro and anti arguments carried to extremes. It may well be, as the article suggested, that beginners require a direction rather than permissiveness". I acknowledge, too, the

and numeracy standards of school children. Possibly I am making an extreme interpretation of the article myself, but there seems to me to be a readiness to disregard qualities of mental health and personal work being for the sake of "performance" in the approved, objective, correct-answer disciplines.

KEVIN LEES
23, Thornton Avenue,

Off target

Mr. J. A. a member of the much maligned corporate planning system in the larger local authorities, has been asked to respond to the article, "Municipal Malaise" by Mr. Phillips (November 12).

The article assumes that somehow education is a cut above other community services, and that it is the "social services, and should not have to be balanced against these other services when resources are allocated. How pregnant this is. Education is a service which is part of local community life, and it is such should be under some form of local democratic control, in the same way that health and social services. It is at the local level that local priorities should be settled and local needs taken into account. It should not education have to compete for funds with other services at the local level? Even if education were to be a purely national service, it would still have to compete for scarce resources (but perhaps it would be at the regional level where local needs would be more difficult to assess).

The article is reminiscent of the view of the gunnery officer who was too busy pumping shells in the wrong target to spare any time for spotting and surveying duties. The article is a plea for a selective corporate planning system should be able to identify local priorities and make local government more responsive to the local community needs. It is a plea for education: it is just one of the community's needs.

R. S. COWLEY,
3 Bank Close,
Little Neston,
Wirral,
Merseyside.



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by Asif Khan

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year.

Amateurs talk by radio

Awareness can lead to a number of attitudes, but few, if any, of these attitudes can help me to change the environment. The only alteration of the environment which I can realistically aim at is my own—and I will generally change that by moving away from what I find distasteful.

Photograph by Colin Curran

Bulletin) that it is naive to think pupils will acquire a detailed understanding of more than a small part of the field, or that such an understanding would be sufficient to investigate major environmental problems.

Spray and Steedman point out that in education, the concept of the "rural" is more than just heat and wetlands and countryside, because that has been the conventional way of looking at environment, and

Joslyn Owen is chief education officer for Devon. This article is based on talk given to the National Association of Inspectors and Educational Advisers in June of this year.

Schools

Harold Rosen

describes a collaborative venture
in which student teachers have
created an archive out of the talk
of learner readers

'And to our

It is worth comparing the language and scope of this story taped by a boy of 7, which would later be used as reading material, with a page from his reading book. "The day we went back in time... Once upon a time I was going in my rubber dinghy along the sea with my friend Kevin but then we came to a little danger. We found a whirlpool. We couldn't get out and we flew straight in and then we went over and to our amazement we found ourselves backwards in time."

And we saw a family of Stone men and we had some good fun playing but the real danger came. A tyrannosaurus rex came and crushed our boat... Then we supply [of] food disappeared. It had been crushed by the tyrannosaurus rex. We were startled but we knew what to do then. We were building a plane out of this plane—we knew how to make an engine for it... Then, to our amazement, we found the machine gun and our supplies but they were broken, thanks to

The power of

'Perhaps it was
a elf'

Paul, a five-and-a-half-year-old, explains the sudden, strange appearance of a model car among the children's models. The teacher, Olive Kelly, had made a car and left it for the children to "discover".

to go for a walk—and he saw this thing with lots of square windows—and he said he said to himself, 'I'll think what this is. Oh yeah, it might be a school. And the door was open. So he crept through it—and there was nobody in there—and he saw this class—and he could read, and he saw it said Class 4. And he said—Oh—I think I'll have a nose round in this class.

So he opened the door very quietly—and there was nobody in the class. So he looked round and he saw a nature table—the model table, the music corner—the books—the work—um—tut—and that's all he saw up to now. And then—he saw these models, and they looked very nice. And so he decided to make a model, and he got all the materials he needed—a toilet roll—and two toilet rolls and a long rectangle box—and he got three match boxes and he started making the car.

And when he had finished it he said, Oh this doesn't look like the rest of the models so I will paint it. So he got some paint. He got the colour he liked the car to be. And he painted it. And he needed brown, green and black—so he painted them on, and the car was wet—so he couldn't get inside it—so he decided to have a walk around the classroom cos he was a nosy um elf.

And he looked at all the work—looked at the nature table—he looked at the

In-service courses for teachers come in all shapes and sizes, from a few sessions at a weekend to full-time one-year courses. You can find them described in a few opaque phrases in a handbook, or more seductively in brochures, which nowadays are part of the ferocious competition for the seconded few.

But what do teachers actually do on full-time courses? Lectures? Almost certainly they will be harangued at great length. Even more certainly they will be asked to write. Every year there are studies, examination scripts, all tidied up nicely in folders. Where do they go? Does anyone ever look at them again? I imagine that occasionally they are salvaged, treasured and used, but mostly they are meant to "satisfy the examiners"—not a promising rubric for survival.

Yet a course composed of about 20 teacher-students gathers together scores of years of teaching experience, real wisdom and rich talents, all of which have been given a never to be repeated year's elbow room, a year in which it becomes possible to collaborate in the making of something new and significant. From time to time one stumbles across such things. This article describes an undertaking by the teacher members of the course at the University of London Institute of Education leading to a diploma in the role of language in education.

Talkshop is a collection of tape transcripts, each of which was generated by work in progress. It was only when the teachers became aware they were collectively assembling a valuable archive that a modest publication seemed possible. In the event it grew to 85 pages, was produced by endless hours of work continuing weeks beyond the end of the course, and used the graphic and reprographic resources of the institute.

It is a collection of talking voices represented in cold print—a hazardous undertaking, for it is not perhaps obvious why the teachers who needed to cope with the other heavy demands of the course should spend hour after hour recording, transcribing and editing the ephemeral and "common" language of old folk chattering about their youth, people retelling old tales, youngsters talking about their language, children talking while struggling to learn to read.

There are, of course, precedents these days: Ewart Evans's magnificent documentation of Suffolk life, the Opies' now classic work on the language and lore of children, the volumes of *Oral History*, Labov's pioneer and scholarly work on vernacular speech. Each in their different ways has shown how much there is to be learned from careful and respectful attention to people talking. But as yet the great non-stop conversation of mankind is a vast reservoir from which only a few spoonfuls have been drawn.

For teachers an enterprise of this kind takes on special significance. They need reminding of the importance of written word and books: that is a education has always seemed to be. What is more, most of them seem to be quite sophisticated in the analysis of printed and written language and the course demands this of them. But even with a lively awareness of speech, which many teachers have nowadays, they cannot find it easy to extricate themselves from their own participation in what is going on. The tape recorder and the opportunity afforded by the course give them a chance to listen with care to the everyday speech which enables us to negotiate our daily dealings, to share our deepest feelings, to take our stand to look at our lives.

As soon as we start to listen with care the richness of the resources we are drawing on is made plain, and the power of common talk is revealed. This is at the core of the *Talkshop* collection. If we are right about this, then we should not be working out what this means for school. Take narrative, for instance. The first section of the collection is called "Spontaneous Stories" and there are eight of them, including some vivid recollections by a 60-year-old London woman looking back more than 30 years to when she and her little child were evacuated to Warrimster. She can draw on this mode with the greatest of ease—detailed

'Like a little glass barrier

Some fourth-year pupils from Woodberry

B: Yeh, we're ruff raff.

A: Like at Eton?

E: Yes.

M: What are the names of the boys at Eton?

E: Money.

L (sings): "Makes the world go around."

R: Yes, but I mean they don't get what they pay for.

E: No do.

R: They do.

E: Oh blimey nine O levels by the time they're 15.

R: Yes, but just because you go to a rich school don't necessarily mean you're going to get the O levels does it?

E: 98 per cent stay on till A level.

R: Ah yes, but look how old they are.

E: They're not that old.

R: Ah yes, but they're going to get on all they get these nine O levels.

E: This average is nine O levels.

R: He said, at 15.

amazement..'

the tyrannosaurus rex, but we decided to kill the tyrannosaurus rex but we didn't know where to find it.

So we asked the Stone people. They said, "Try in the big high mountains, then you will find them. It is a very dangerous journey but I think you can make something to help you. You have told us about something called a helicopter. You could try to make one..." "Right," I said to my friend Kevin, "let's go and build our helicopter." So

we were building, "Bam, bam, bam, boom, boom, boom," but we didn't have no hammers, we had to make them..." (The story continued for 10 minutes with a volcanic eruption, giant ants, man-made Loch Ness monsters, etc., until he was stopped.)

His present reading book.

Ruff the dog is in the garden. He runs to the house and gets a blue ball. He puts it by mother. She is going to play with Ruff. ...



common talk

reminiscence and tales of all sorts. What is their function? Do we use narrative for learning from one another?

The next section, "Traditional Stories", is prefaced by some comments on "the legacy of communal verbal art" which obliges the storyteller to be faithful to the tradition. There is a long story from the Ewe people told by a Ghanaian student; first-year juniors who cannot read tell each other "The Three Pigs"; four-and-a-half year olds dramatizing "The Sleeping Beauty"; a young child retelling the story of Bernadette in a style which allows her to fuse the language in which it came to her with her own language. Finally, there is a transcript of a mother telling a story and the child, who knows it well, gradually taking over.

Talkshop was compiled in Year One of the post-Bullock era. The Bullock Committee did its duty and gave pride of place to reading, but it also asserted the importance of talk. Somehow it never managed to establish convincingly a link between these two activities, because it never, amidst its unpicking of skills, documented a single child learning to read. We do not overhear the process.

Every teacher following the course which produced *Talkshop* was engaged throughout the year in teaching a non-reader. Of course it is impossible to do that without talking—about all sorts of things. Some of the transcripts emerge from that experience. We listen to child-

ren talking about learning to read in school, and about books. A "Postscript" to the collection gives a transcript of a teacher and adult reading-pupil going through the messages on newly arrived birthday cards, and talking about the senders.

The "Children Talking" section contains some remarkable tapes, the first of which is the response to the sudden strange appearance in the class collection of a new model car, which the teacher has left for the children to "discover". Paul improvises to himself a well-shaped story to account for the mystery. Two West Indian children, aged nine and ten, are with a teacher to whom they have been referred for special help because "they have no language". She has some colour slides which she took in Jamaica. The no-language children start talking fluently as they launch into explaining details about which the teacher knows little or nothing.

Poetic language is represented by an Ople-like collection of West Indian rhymes and games and a group improvisation of a new myth at the Cockpit Arts Workshop.

Several of the adult speakers who make contributions consider that there is something wrong with their speech. One of them, perhaps the most fluent of them all, says: "Listening to that makes me hear how bad I sound" and "I heard, meself on the tape, and I thought, My

God, you sound so rough". Yet she comments, listening to the tape: "So true, so true. You know I could've been back in Warrimster when I heard that." Another, listening to her voice, says "Oh, don't I sound common".

We know that they are not speakers of the so-called "prestige dialect", and it seemed worth exploring a little further the strange contradiction in vernacular speakers, on the one hand the acceptance of the judgment that their speech is inferior, and on the other a strong desire not to change it. One transcript offers us the views of adolescents on this question.

There should be more offerings like this collection, which differ radically from what is usually understood as course work. An in-service course should indeed be an opportunity to encounter new ideas, read books, discuss and listen, but it should also be an opportunity to make something new.

Harold Rosen is professor of education with special reference to the teaching of English as a mother tongue, University of London Institute of Education. "Talkshop" is obtainable from Jane Miller, English Department, University of London Institute of Education, 20 Bedford Way, WC1. Price 50p, plus 20p postage for a single copy, 85p for 10 copies, £1.30 for 20 copies; cheques payable to the institute.

'I wish I spoke better..'

A fluent storyteller like Lil turns out to be just as fluent when talking about her own language.

Lil: Yes, yes... well I can listen to people on the telly, for instance now, just for instance, a programme tonight, and they're talking to somebody that come from the East End of London and I turn round to Grace and I say, "Oh dear, don't they sound rough." She says, "Y'know, too true." I said to her, "I think I speak rough, but I don't speak like that."

I don't know why it is. Probably people are never satisfied with what, how they carry on in life. Just recently, as recent as Friday, I said to Grace, "I mean I wish I spoke better'n I do." I said now the other evening I was round the school and I started to say something which must've sounded rather good. Someone said, "Oh excuse me and who do you think you are?" And I turned round and said, "Don't 'ave so much of it" [laughter].

Grace said, "You speak all right." She said, "You've got a bee in your bonnet about the way you speak."

between you and them..'

R: He did not. He said they take four when they're 15, and five when they're 16. They don't necessarily get them. That's the ones they take.

R: Most people get them though, you can bet that.

R: Oh rubbish.

R: He said the average was 98 per cent.

R: Yes, they stayed on for A levels, but it doesn't mean to say they got nine O levels.

R: Listen I heard him say that.

R: It's the average.

R: People that stay on at 14.

R: No, I don't believe that he said that. There's what they take not what they get. I mean just because you're rich and can pay for your education doesn't mean to say you're going to get it. Say X [name of boy in school] found £500 and went to that school, would that mean to say he's got nine O levels? I mean he's so thick.

E: He's only thick because he goes to this school.

R: Oh, you reckon it's this school that makes him thick?

E: No, he acts thick because of this school.

R: What do you mean?

E: He tried to act different from every body else.

R: Don't you reckon he'd do the same thing at Eton?

E: If he went to that school he'd want to learn more.

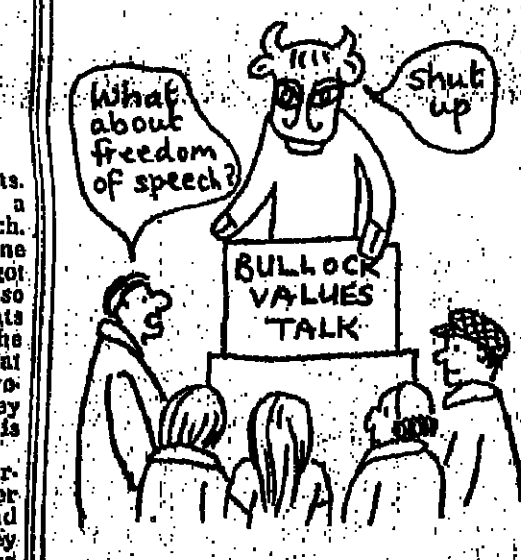
R: Oh rubbish.

E: Of course he would.

R: Why would he want to learn more? Would that get him nine O levels if he went to that school?

E: You have to be a right dunce not to get nine O levels if he went to that school, 'cos the way they're taught is so much higher than us.

S: All that Eton does for rich children



Cartoons from

'Talkshop' by Christine Williams

32 Books/Education

Scenes of an Act

Harry Judge

The Education Act, 1918. By Laurence Andrews. Routledge and Kegan Paul £3.25. 7100 8409 9.

The history of education is in something of a mess—indeed, a learned journal specialising in education will shortly devote a special issue to an analysis of recent changes in the subject on both sides of the Atlantic. It is no longer clear what functions, if any, belong to the history of education in its conventional stronghold, the professional preparation of teachers.

This volume is, nevertheless, a serviceable contribution to the history of education section (presided over with distinction by Professor Brian Simon) of the Students Library of Education. It is formally intended for students in colleges and universities of education—but I wonder what (outside some of the obscure regions of the BED) they will make of it. Certainly, that elusive creature, "the general reader," would have found greater illumination either in a more rounded (and long overdue) study of Fisher himself, or in a more thoroughly sustained discussion of the whole process of social reconstruction at the end of the First World War.

This book is neither quite one thing nor the other, and, often naive in manner and lumpy in style, it never quite succeeds in defining its own context. Its brevity (89 typewritten pages without footnotes for £3.25) is not necessarily a subject for complaint. The sources, both manuscript and written, are comprehensively described, although there is little sign that a

consultation of them (notably, of course, Fisher's own papers in the Bodleian) has led to any reappraisal of the conventional accounts of the progress of the Act. Much of the narrative is a catalogue of public reactions to the proposals and their modification. How much more arresting would have been, for example, Fisher's own account, in one of his many letters to his wife, of a visit to the continuation school at Bourneville. The author of the Act remains colourless in this account.

Of the weight and range of his achievement there can be no doubt. He was an historian of the highest reputation; after a brief and not particularly significant period as Vice-Chancellor of Sheffield, he was lifted from academic life by Lloyd George in 1916 and installed as President of the Board of Education. The Prime Minister, whose support was unwavering, believed (and with some cause) that more might be achieved in that particular department of state, at a time when reform was needed, by an educationist than by a politician. A great deal of preparatory work (and it is a pity that Dr Andrews has so little to say on the role of Haldane, the subject of an important recent book by Lord Asquith and Mary Anderson) had already been completed, and the new President worked in close partnership with his gifted Parliamentary Secretary, Herbert Lewis. Dr Andrews makes an apt comparison with the alliance of Butler and Chuter Ede.

The first version of the Bill caused offence (recorded in minute detail in an important memorandum in the Public Record Office), mainly because of the so-called "administrative clauses"

which seemed to threaten the recently-acquired power of the L.E.A.s both with central control and loose forms of regional grouping. Such clauses were tactically withdrawn but the educational provisions—namely the raising of the school leaving age to 14 and the introduction of continuation schools for young people in employment—survived the criticisms of the CBI (bitterly denounced by Tawney), and of some Trade Union interests, to secure a central place in the second and third versions of the Bill.

Fisher's achievement was not, of course, limited to the Act of 1918, and this would have been a better-balanced book if less hurried attention could have been given to those other achievements which are scantily mentioned: the creation of the SSEC, the consolidation of the UGC, teachers' superannuation, and the birth of the Burnham Committee. Important as the Act itself was, it is doubtful if the author's attempt to place it in the same category as the measures of 1870, 1902 and 1944 can, in fact, succeed.

There is the recurrent sadness of inevitability about much of the history of education. The economic and financial crises of the twenties wrecked many of the noble hopes given statutory form in the Act of 1918. Fisher left office with his Prime Minister in 1922 and four years later succeeded the celebrated Spooner as Warden of New College. He was killed in an accident in the blackout of 1940, leaving an unfinished autobiography. David Ogg, another New College historian, wrote an original and early appreciation of his Warden's life, published in 1947. Dr Andrews' manual is a useful practical supplement to these two eminently readable books.

Practical provisions

Rachel Evans

Social Welfare in Modern Britain. Edited by Eric Butterworth and Robert Holman. Fontana £1.25. 00 63372 9.

This is the fifth book in the down to earth and provoking series of readers on Modern Britain. They are designed to fill the gap in material available for the many students, and particularly social work students who have to work at break-neck speed to cope with part-time courses and case loads at the same time. The selections "Consider the provision of social welfare in relation to the structure of our society and the nature of social problems" and will be useful at different levels. Awkward questions are asked and the student is challenged at every turn through attempts to present the how and why of the continuing debate on the welfare state.

The book is divided into seven main sections combining theory and practice with an excellent and necessary historical perspective. Many of the contributors (Ray Pahl and Bob Holman, for example) combine academic and practical experience, and it would have been useful to know bibliographical details to understand viewpoints. Similarly, some cross-referencing would have added to the book's usefulness. Pahl has at least two contributions in other books in the series, and Holman's superb contribution in the section Solutions and Future Strategy in Social Welfare is an extension of his contribution in the Poverty section in the book, *Social Problems of Modern Britain*. But few viewpoints come over in the education section. A wider bibliography would have been valuable; there are practically no refer-

ences in the legions of periodicals which could keep the student up to date with the range of material in each section.

Perhaps both the book and the series should be pruned, and the thinking kept more up to date. The reviewer who uses all the volumes when teaching (and, incidentally, sells them in a college bookshop) another book is needed to bring together the excellent original introductions to each section, combined with a social philosophy and decision-making and then one on social welfare from an interdisciplinary approach. The possibilities for a series seem endless.

Platonics

Plato and Education, by Robin La Rose. (Routledge and Kegan Paul £2.75. 7100 8343 2) is a study of the author's Plato, *Utilitarianism and Education*, although, that study, it presupposes a previous knowledge of Plato.

Centred round an examination of *The Republic* it deals with the distribution and methodology of education, curriculum, moral and moral propositions, always relating Plato's philosophy to the education thought of our own time (very largely interesting, albeit tenuous, brief, is the reference to theories of Paul Hirst).

Its introduction to so many (in only 77 pages), its clearly short sections, and its suggestions for further reading make it a valuable springboard for further study in this field; it will be particularly useful to students of education.

Review letter

Sir.—As Nelson member of the Wallace Working Party on "Communication Skills in Early Childhood" it would seem to me that Margaret Spencer has seriously misjudged important aspects of the project.

Throughout the project the emphasis is on listening to children's voices in order to gain to the thinking and understanding and view of the world. Sentence structure and vocabulary are always viewed as subordinate to the meaning expressed. It is difficult to understand how the claim can be made that "the study is about language and not the language about." For the project rejects the old approach of language. Her work is based, as Margaret Spencer has evidently not appreciated, firmly in the child's experience and particularly in the stimulating experiences provided by the teacher.

It would seem that Margaret Spencer would recommend teachers to follow a policy of enrichment as "was" Rosen (1973) in order to "bring" towards the widest range of language. This probably works well with children already well equipped in language, but what of the children in the situation of social deprivation? It is not so long ago that the greater part of the population were by today's standards poorly paid and worked long hours; such leisure as they enjoyed was a precious commodity spent for the most part on simple pleasures, for anything more than a modest expense was usually impossible.

Today we have a society where most people spend less than a quarter of the time in the week at work. Nevertheless, by the closing decades of the last century there were devoted to various pursuits, sports of all kinds, literary and natural history societies, clubs and, especially in the north, brass bands. Today reference lists of such organisations are lengthy and devoted to a great variety of spare time occupations.

This may seem surprising in a way because of the changing social pattern induced by the overtake of reading and the making of one's own amusement by recorded music.

DELECI FLETCHER, 35 Westwood Road, Slough, Bucks SL1 2JN.

EXTRA
HOBBIES AND HANDICRAFTS

THE WISE USE OF LEISURE

My dictionary defines 'hobby' as: any favorite pursuit or subject, writes R. C. Vernon

I have an old friend, a mathematician by profession, who confesses to a reading knowledge of several languages. I suspect that he has much more than a reading knowledge of at least three of them. But if I say that these languages include Russian, Japanese and Persian, and that when asked how it all started he replies very modestly that he was just interested, one does not rather have occasion to stop and think.

It was said of Heinrich Schliemann, the man who found Troy, that given six weeks spent on any language he could speak and write it fluently. (Perhaps it should be mentioned that it is on record that he could.) At any rate he was competent. However, in the case of my friend the matter is completely a spare time pursuit, a hobby, as against Schliemann to whom the knowledge was a means to an end. I suspect that a lot of people think, quite wrongly, of a hobby as collecting something or doing something of a practical nature, doing yourself being one example. My dictionary, however, defines the word as any favourite pursuit or subject. So that the study of languages is no less than the collection of foreign stamps is definitely a hobby, if it be a favourite pursuit.

It is not so long ago that the greater part of the population were by today's standards poorly paid and worked long hours; such leisure as they enjoyed was a precious commodity spent for the most part on simple pleasures, for anything more than a modest expense was usually impossible.

Today we have a society where most people spend less than a quarter of the time in the week at work. Nevertheless, by the closing decades of the last century there were devoted to various pursuits, sports of all kinds, literary and natural history societies, clubs and, especially in the north, brass bands. Today reference lists of such organisations are lengthy and devoted to a great variety of spare time occupations.

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and, since the war, especially by television. I think the fact is that more leisure became available between the two major wars of this century just a few years before television and recorded music got a firm grip on people, and those who already pursued an interest—a hobby of any kind—came to see how satisfying it was either to widen their knowledge in some quasi-academic field, or, and especially in the case of professional people, some sort of handicraft such as painting or modelling.

Some figures given to me by the principal of an adult education institute in South-West London are interesting. From a population of about 65,000, in 1964 there were 210 classes weekly attracting some 3,000 students. The latest available figures show 485 classes attracting 8,500 students. It is probable that the percentage of the population who attend classes because they wish to, and who pay for the privilege of doing so, in fact is astonishingly high. Another interesting fact to emerge is that 40-45 per cent of the subjects are handicrafts; loosely defined as subjects requiring a manual skill as against the requiring extra-mural study, or, equally loosely defined, bodily effort in the shape of activities from archery to yoga.

In any hobby there are certain factors to be taken into account; and expense are certainly two which are important. Few of us I imagine can afford a large heated greenhouse in which to grow orchids or similar exotic plants. Working space in most cases is probably fairly limited. A rack of books, a desk, a study of languages, and much can be done in various forms of modelling and fine craftwork on a suitably constructed tray resting easily on the dining room or kitchen table. Many spare-time pursuits need nothing more than a suitable box in which to keep the materials and tools required.

Family disturbance is an important factor. Outdoor pursuits, unless shared by the family, can create problems and the study of a musical instrument, or a collection of old bottles in a small modern flat can be a bit trying to the rest of the family unless they are interested. In this respect "good-natured"

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See "Oh, Listen to the Band", page 40

Photo: A. P. Temple

Fragmented lives

Anthony Locke

If I Tell You, Will I Feel Less Scared? By Gregory Sass. McDonald House \$5.95. 889 42957

The Reluctant Adolescent. By Gerald Haigh. Temple Smith £3.50. 85117 0919.

Gregory Sass sets out to describe the thoughts of eight troubled boys and what they taught him in school and out during one year. The book is very fragmented; it gives no clear idea of the context or what the pupils in "behavioural class" in a metropolitan Toronto school actually do.

Some of the vignettes are cryptically written, switching in the first chapter from "from" and then Larry Kennedy dictates his story: "I had a bad dream, but it has swarming in it. Nancy she's my sister—didn't want me to play with her fucking wall, because she was scared I would break it. Then she let me play with it." To the next sentence where the author comments, "There are three of us—Max, Julie, our teacher's aids, and me—teaching eight boys. Our purpose is to teach them reading."

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Gerald Haigh in *The Reluctant Adolescent* describes the complexity of trying to find simple solutions to the problem of educating the "deprived" or "disadvantaged" pupil. He points out with convincing

illustrations how widely different the backgrounds and pressures on them may be.

He is sceptical about the reasons for teachers wanting schools to be more "working class" in their attitudes. He sees the dangers of encouraging and attempting to find value in a style of life which is at least partly the result of too little money and which, if he were honest, the teacher himself would probably be rather unwilling to share.

Although he sees some value in counselling and installing coffee bars and juke boxes in school buildings, he agrees that teachers must not forget the material needs of pupils: "It is part of the teacher's job to publicise the availability of uniform grants, free meals and assistance with pay for school trips."

He sees little value in what he describes as "bending" the curriculum to make a subtle and witty critique of the "relevant" curriculum, of "working class" courses for working class kids, and the perpetuation of subjects whose limited usefulness does not necessarily automatically mean it will be discontinued.

He is critical of superficiality.

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Little chimney sweeps?

Jill Turner

Cry from the Streets. By Frank Davies. Wayland £5.00. 85340 441 0.

Any book with a foreword by royalty bodes ill and, sure enough, Frank Davies was asked to write this history to celebrate the Golden Jubilee of the National Association of Boys' Clubs. Davies writes with ease, though some of his references to the ragged school and Barnardo's home beginnings—his descriptions of chimney-sweeps and boot-blacks—across a little too easy. The book is a little too easy. The book is a little too easy. The book is a little too easy.

But Davies admits that the public school missions of the 1880s were probably more convinced of their own value than were the East End boys who went to read and that those in the attendance were only slightly more interested in making friends. Toynbee Hall may have been founded on the social idealism of Carlyle and Ruskin, but for most Oxford undergraduates a visit to the East End was "slumming" and that, Davies adds, "had all the connotations of a visit to the zoo to observe the curious habits of the

black, jam, vinegar and fish. Nepotism in skilled jobs made apprenticeships scarce and the school-leaving age was raised from 12 to 14 only in 1900.

The forces at last offered training and security, and military ideals filtered down into the Cadet Corps, the Boys' Brigade and the Scouts. That image on top of the older "Parity, Temperance and No Smoking" is something their present-day descendants are finding difficult to live down. By the title of the *Albion* Report, "The Telling Clubs not to try to promote a 'set of values' and club managers were declaring themselves incompetent to teach boys to be 'proud in their own glorious past'—or, indeed, any other ethical code. With the 'permissive' sixties came clubs and the general idea that clubs should not give boys what is good for them, but what they want."

Davies gives us a feeling that the circle may soon be completed: the role of crime prevention that gave way to an emphasis on education during the Second World War may be needed again. Certainly, for all their shortcomings, the value of boys' clubs in providing something to do and somewhere to go to boys who had nowhere else to go should not be underestimated.

Among this week's contributors:

Barnard Davies is principal lecturer in history at Ravensbourne College of Art and Design.

Harry Judge is director of the department of education at the University of Oxford.

John Maddox is director of the M. I. Field Foundation.

David Wright has edited the *Book of English Literature* by Davies and Leonard, Cambridge.

Vocational guidance, a Netherlands secondary school conference—and how to make chaparral and curry are some of the topics covered in the current Whitwood Bulletin magazine produced by Whitwood Mining and Technical College in Yorkshire.

The Bulletin was started in 1973 to help to eradicate some of the misconceptions which arise over the role of the various aspects of link courses—a survey of the links and further education here and abroad is its main concern.

Anyone interested in receiving the journal, or any information about link courses should write to: Bell, Schools Liaison Officer, Whitwood Mining and Technical College, South Yorkshire, G7 7JN.

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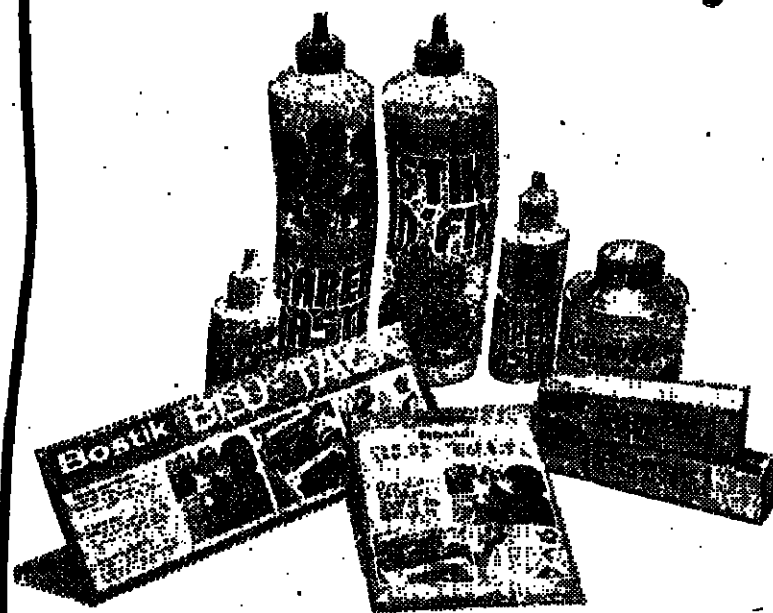
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"NOTHING BLUDDY LAAKE IT"

By Peter MacKarell

Of all the delights of painting outside, probably the most refreshing as well as the most unpredictable are the reactions of passers-by who stop to look. It is true that for many artists the thought of anyone staring critically at work in progress is terrifying.

I do not know if spectators ever embarrassed Turner. I cannot believe he had himself lashed to the mast of a Channel packet secure in the knowledge that passengers and crew were huddled below in the squalor of sea sickness while he sketched the waves in undisturbed grandeur. My own view as a practising artist is that it is worth risking scorn because the incidental prizes are really worth the effort.

The clap on the back or proffered handshake from a Frenchman with his, "Eh, bien, M'sieur, courage, eh?", always sustains me although I remember a Frenchwoman in Avignon screwing two complete turns out of her son's ear because he refused to concede my watercolour was at all "jolie".

It never was all that jolly anyway, for the old drawing master who took groups of unwilling students into Calderstones Park, in Liverpool, years ago had an ally in one of the corporation gardeners who used to come round to each student in turn, deliberately checking our work against the view before us before commenting in a penetrating Lancashire accent: "Nothing bluddy laake it!" I wonder if anyone ever said that to Turner.

Actually our tutor was good value. He spoke as he worked usually in plurals. "First, I wash in my clouds with my cobalt blues and my scant touches of vermillions. I study my cloud bases always keeping in mind the effect of light and shade." "I don't worry about my details because watercolour is a medium of suggestion. Once my tints are established then I come with my earth colours, my yellow ochres, my royal sinas and my high, reds sweeping into my middle distances..."

One day the student next to me hurled his dirty water into the wind and tore up his work saying: "I've ruined my cocky watchman's hats so I'm going home to cut my throat." The rest of us usually sneaked away individually until our tutor would be left delivering his monologue to passing mums with prams and ambling pensioners who probably thought he was part of the parks and gardens entertainment programme.

He was a good teacher though, for he had a sure eye, a craftsman's hand and a love of landscape big enough to let some rub off on me. In my experience a great place for random incident is Ireland and, in particular, Donegal. I remember one man going up a mountain road for turf, following through the half door of the cottage I was painting: "Wully! come out here I'll see the man taking a photograph of your house!" Wully, who was about ninety and very dignified, came out to watch me in silence for ages before saying: "I haven't seen anything like the like of that since I was in the Shopping Centre in Glasgow eight years ago."



"Nothing bluddy laake it!"

across a field. "When ye've finished ye'll come up till the house an' tak some tea."

Pretty well frozen by the time I'd cleared up I went up to the house and stumbled into a kitchen with the table loaded with twin mountain sandwiches and cakes. The farmer came in and ordered the children away from my drawing.

"Stand away out of it," he thundered, "till it has room to dry!" As I thawed out and the conversation proceeded a woman that I had not noticed before began to take gradual but firm charge. I was from London? Was I well? She was from Dublin, wasn't the pollution dreadful? What were the cities coming to and so on till I began to get the impression I had encountered Molly Bloom.

But then I noticed the fingers on the waving hands bore no rings which sent the temperature up and it was four sandwiches later (two banana and two sardine), plus two mugs of tea before my escape could be effected.

The cold outside was very welcome although final icing was supplied by my Irish wife, who met me at the top of the lane, heard the tale, then threatened to go down to the house to explain that watercolourists were pretty miserable catches.

With those experiences as background, my first trip to the United States this summer to run a watercolour workshop for the University of Stout-Wisconsin was exciting. The change in culture was quickly apparent as my North Western Airlines flight manoeuvred over Central Wisconsin. The captain addressed us half-dozed passengers: "Hi, folks. I guess we were a little high back there in our first approach, but don't worry, we're gonna circle right round and take another crack at landing real soon."

Easy informality apart, I soon learnt to adjust myself to other things such as the heat forcing the gummed strip that holds paper to board become so taut that it would come away with a noise like a rifle shot, that Light Red was Green Red and that Hooker's means "How over, the best example of Mid Western informality came from one known member of my group who sat down facing some splendid trees.

"Ruckus, check out my new hat will you? You see, I can't put this kidney condition and I'm paying all my money out to a goddam doctor who don't know his ass from a hole in the ground."

I don't suppose anybody ever said that to Turner.

CLEAN, BEAUTIFUL AND FUNCTIONAL

The art of hand bookbinding in Britain has reached a peak not attained since the seventeenth century. By Philip Smith

Home repairs to books are a commonplace, especially those seen on much abused school textbooks. These repairs are generally identified by bookbinders as ill-informed malpractices, the worst and most common being the use of self-adhesive tape, the adhesive of which soon perishes leaving ugly yellow stains on the paper and boards of book. First aid would be better stamped by the use of torn pieces of matching paper applied with soluble flour paste or PVA. This would be reversible, as all book restoration should be.

Bookbinding as a craft has never been so popular, nor teaching on the subject so much in demand as today. Probably several thousands of practitioners operate in their own homes under the guidance of not very explicit articles in encyclopaedias, do-it-yourself manuals, books for beginners written by specialist handicraft teachers.

It is difficult for a beginner to learn a craft solely with the aid of book because it lacks the dimension of physical demonstration and not answer questions on individual difficulties. A fortunate student may find a local evening class which includes bookbinding, and if he bears in mind that no standard is high to aim at, once he has gained practical instruction and constructions from a competent teacher he should soon be able to repair a book on the subject.

The demand for places in bookbinding classes is at present in excess of the supply, something which colleges with diminishing fees in other subjects would do well to heed. Many comprehensive schools have equipment for simple bookbinding, which pressure from parents' associations could soon bring to life. Great satisfaction is gained in seeing a heap of paper, board, board and book-cloth (or other—why not?) take on the appearance of a hand-crafted book that is, it will appear crisp and avoid some common faults such as over-thick boards, even "squares" (the edges of boards where they project beyond the book-block), an over-lined gutter preventing the book opening easily flat, or, if bound in leather, and bulging "caps" (the turn-ins at the ends of the spine).

With the variety of new materials being used British bookbinding displays no common style, although it differs from the Paris-influenced schools in its more organic variety. Its weaknesses are its indecisive design and the paucity of good drawings leading to a failure of the majority to evolve their own work. Many bookbinders, who traditionally have had little connexion with mainstream art activity, try to keep up to date by an escape to the supposedly easy way out offered by abstract design—usually reminiscent of the 1950s or earlier—believing that a lack of drawing ability will not show, especially if the technical execution is good. Compared with the best continental bookbinding models this is rarely the case.

A failure of our colleges to integrate the various disciplines essential to a high standard has led to this. Although there can be no making without some kind of ordering and design (however elementary), and not designing without some subconscious spark (and in the application of these two disciplines (craft and design), beginners can produce much that is clean, beautiful and functional (a sine qua non for a book), with limited means (I began bookbinding with a needle and a pocket knife) just so long as they remember and aim at the ideal of honesty of materials and soundness of methods, principles of which a good teacher or book on bookbinding should help them to be aware.

This is where students in Britain are handicapped. There are few schools and colleges of further education which offer thorough-going courses on bookbinding, and the emphasis is on conservation rather than original binding. These courses are the more and the more the standard of craftsmanship expected for example by the Royal Academy in Paris. Compared with the Paris-influenced schools the workmanship of British bookbinding is on the whole good. A greater awareness of the best craftsmanship and the rigorous surface design

A term which should be dropped from any possible second edition is the use of "tearing down" to describe the taking down or stripping of a book before rebinding: it sounds too destructive. The author also advocates too severe a trim of book-edges. The principle should be stressed of never removing more material from a book than is absolutely necessary to its renewal (including over-sawing-in of recessed corners).

The book also teaches the application of the hackneyed and now superseded false bands, on the spine and, together with the use of an imitation Victorian bookbinding for the cover illustration, reinforces the image in the minds of the public (and some bookellers) that to be fine a binding must be lavishly tooled in gold and have raised bands on the spine, a misconception, pondered by the multi-order "book clubs" advertising in the colour supplements. This backward-looking gaze and the desire to turn a quick pound nail into a gold mine are the truly creative pioneers of hand-bookbinding try to achieve; namely, bringing the freshness of present development in the subject and design into this very conservative field, and of reapplying the whole philosophy of the craft.

Contemporary hand binding does exist, as could be witnessed in many of the bindings recently exhibited by Designer Bookbinders at Bertrams Bookshop in Savile Row, and among the work of some of the students who participated in The Bookbinding Competition displayed at Sotheby's bookshop in Saville Street. In fact the art of hand bookbinding in this country has reached a peak, not attained since the seventeenth century, but with a completely different emphasis.

Whereas past bookbinding design was arbitrary decorative with little or no reference to the content of the book, today the designer printer's layout, today the pioneers of the art seek to achieve a unity in depth between book and binding, especially so the binder who interprets the conceptual essence of the book themes as a basis for any imagery on the binding surfaces.

With the variety of new materials being used British bookbinding displays no common style, although it differs from the Paris-influenced schools in its more organic variety. Its weaknesses are its indecisive design and the paucity of good drawings leading to a failure of the majority to evolve their own work. Many bookbinders, who traditionally have had little connexion with mainstream art activity, try to keep up to date by an escape to the supposedly easy way out offered by abstract design—usually reminiscent of the 1950s or earlier—believing that a lack of drawing ability will not show, especially if the technical execution is good. Compared with the best continental bookbinding models this is rarely the case.

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CREATIVE SCOPE

By Frances Farrer

Open Stage Kits
Make your own glove puppets £2.85
Model your own glove puppet £2.50
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Guy Chapman and Janet Simpson,
56 Westbourne Terrace, London,
W2.

These four kits from Guy Chapman and Janet Simpson contain all the materials and instructions for making puppets and models with very simple instructions. The makers consider this openness to be central to their kits. Aspects such as the abstract shape of the polystyrene heads which must be cut before they can look like man or beast are certainly stimulating, but basic technical information is missing. How long the glue takes to dry, how to mix the powdered wood, how to cut the polystyrene, are vital secrets. Children who lack this information cannot get it from the nearest adult could be put off the whole thing.

The materials for making and decorating the puppets' bodies (gloves) are generally good. They are an imaginative variety of good-sized scraps which could set children thinking about other possible fabrics. Kits may contain cotton waste for hair or tails, pine cleaners, pieces of leather and braid. The contents vary but there is enough material to complete the projects.

Materials given for making hands are much less satisfactory. "Make your own glove puppets" and "Make finger puppets" contain polystyrene shapes attached to simple gloves which can be decorated. Polystyrene is very difficult to cut and shape without the right tools, and the kit makers should assume they are not available. While it is helpful to have the gloves made up it is a great nuisance to have them attached to the hands and means the gloves cannot be decorated while paint or glue is drying on the heads.

The powdered wood presents more serious difficulties. It is included in the "Model your own glove puppet" and "Ground wood, wild bits" kits. A difficult medium in skilled hands, it is almost impossible for children to work with. The correct proportion of powder to water is vitally important but can only be found by trial and error. The medium is not particularly easy to model, takes a long time to dry and is prone to cracking.

A great many good ideas have gone into assembling these kits but perhaps too little practical thought. If backed up by a craft-conscious adult they could provide a starting point for a new hobby. Left in the hands of a younger child they could be frustrating. Since most of the materials are available in most primary and middle school kits these Open Stage kits seem to have most use as the home as impetus for new ideas.

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Rubbing of a memorial brass to Lady John Croston, Swinford Parish Church, Oxon (See "Be bold as brass" page 38)

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Robert Thornbury and Adam Hopkins report on the crisis-ridden state of New York's schools in the Times Educational Supplement of December 10

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1960	11,500
1963	13,500
1967	18,500
1972	24,000
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1974	28,500
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SANDWELL
Deputy Headships
Applications for the post of Deputy Head of the Sandwell School, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259, 260, 261, 262, 263, 264, 265, 266, 267, 268, 269, 270, 271, 272, 273, 274, 275, 276, 277, 278, 279, 280, 281, 282, 283, 284, 285, 286, 287, 288, 289, 290, 291, 292, 293, 294, 295, 296, 297, 298, 299, 300, 301, 302, 303, 304, 305, 306, 307, 308, 309, 310, 311, 312, 313, 314, 315, 316, 317, 318, 319, 320, 321, 322, 323, 324, 325, 326, 327, 328, 329, 330, 331, 332, 333, 334, 335, 336, 337, 338, 339, 340, 341, 342, 343, 344, 345, 346, 347, 348, 349, 350, 351, 352, 353, 354, 355, 356, 357, 358, 359, 360, 361, 362, 363, 364, 365, 366, 367, 368, 369, 370, 371, 372, 373, 374, 375, 376, 377, 378, 379, 380, 381, 382, 383, 384, 385, 386, 387, 388, 389, 390, 391, 392, 393, 394, 395, 396, 397, 398, 399, 400, 401, 402, 403, 404, 405, 406, 407, 408, 409, 410, 411, 412, 413, 414, 415, 416, 417, 418, 419, 420, 421, 422, 423, 424, 425, 426, 427, 428, 429, 430, 431, 432, 433, 434, 435, 436, 437, 438, 439, 440, 441, 442, 443, 444, 445, 446, 447, 448, 449, 450, 451, 452, 453, 454, 455, 456, 457, 458, 459, 460, 461, 462, 463, 464, 465, 466, 467, 468, 469, 470, 471, 472, 473, 474, 475, 476, 477, 478, 479, 480, 481, 482, 483, 484, 485, 486, 487, 488, 489, 490, 491, 492, 493, 494, 495, 496, 497, 498, 499, 500, 501, 502, 503, 504, 505, 506, 507, 508, 509, 510, 511, 512, 513, 514, 515, 516, 517, 518, 519, 520, 521, 522, 523, 524, 525, 526, 527, 528, 529, 530, 531, 532, 533, 534, 535, 536, 537, 538, 539, 540, 541, 542, 543, 544, 545, 546, 547, 548, 549, 550, 551, 552, 553, 554, 555, 556, 557, 558, 559, 560, 561, 562, 563, 564, 565, 566, 567, 568, 569, 570, 571, 572, 573, 574, 575, 576, 577, 578, 579, 580, 581, 582, 583, 584, 585, 586, 587, 588, 589, 590, 591, 592, 593, 594, 595, 596, 597, 598, 599, 600, 601, 602, 603, 604, 605, 606, 607, 608, 609, 610, 611, 612, 613, 614, 615, 616, 617, 618, 619, 620, 621, 622, 623, 624, 625, 626, 627, 628, 629, 630, 631, 632, 633, 634, 635, 636, 637, 638, 639, 640, 641, 642, 643, 644, 645, 646, 647, 648, 649, 650, 651, 652, 653, 654, 655, 656, 657, 658, 659, 660, 661, 662, 663, 664, 665, 666, 667, 668, 669, 670, 671, 672, 673, 674, 675, 676, 677, 678, 679, 680, 681, 682, 683, 684, 685, 686, 687, 688, 689, 690, 691, 692, 693, 694, 695, 696, 697, 698, 699, 700, 701, 702, 703, 704, 705, 706, 707, 708, 709, 710, 711, 712, 713, 714, 715, 716, 717, 718, 719, 720, 721, 722, 723, 724, 725, 726, 727, 728, 729, 730, 731, 732, 733, 734, 735, 736, 737, 738, 739, 740, 741, 742, 743, 744, 745, 746, 747, 748, 749, 750, 751, 752, 753, 754, 755, 756, 757, 758, 759, 760, 761, 762, 763, 764, 765, 766, 767, 768, 769, 770, 771, 772, 773, 774, 775, 776, 777, 778, 779, 780, 781, 782, 783, 784, 785, 786, 787, 788, 789, 790, 791, 792, 793, 794, 795, 796, 797, 798, 799, 800, 801, 802, 803, 804, 805, 806, 807, 808, 809, 810, 811, 812, 813, 814, 815, 816, 817, 818, 819, 820, 821, 822, 823, 824, 825, 826, 827, 828, 829, 830, 831, 832, 833, 834, 835, 836, 837, 838, 839, 840, 841, 842, 843, 844, 845, 846, 847, 848, 849, 850, 851, 852, 853, 854, 855, 856, 857, 858, 859, 860, 861, 862, 863, 864, 865, 866, 867, 868, 869, 870, 871, 872, 873, 874, 875, 876, 877, 878, 879, 880, 881, 882, 883, 884, 885, 886, 887, 888, 889, 890, 891, 892, 893, 894, 895, 896, 897, 898, 899, 900, 901, 902, 903, 904, 905, 906, 907, 908, 909, 910, 911, 912, 913, 914, 915, 916, 917, 918, 919, 920, 921, 922, 923, 924, 925, 926, 927, 928, 929, 930, 931, 932, 933, 934, 935, 936, 937, 938, 939, 940, 941, 942, 943, 944, 945, 946, 947, 948, 949, 950, 951, 952, 953, 954, 955, 956, 957, 958, 959, 960, 961, 962, 963, 964, 965, 966, 967, 968, 969, 970, 971, 972, 973, 974, 975, 976, 977, 978, 979, 980, 981, 982, 983, 984, 985, 986, 987, 988, 989, 990, 991, 992, 993, 994, 995, 996, 997, 998, 999, 1000.

Other Appointments

EDUCATION DEPARTMENT
Other Appointments
Applications for the post of Other Appointments, 100, 101, 102, 103, 104, 105, 106, 107, 108, 109, 110, 111, 112, 113, 114, 115, 116, 117, 118, 119, 120, 121, 122, 123, 124, 125, 126, 127, 128, 129, 130, 131, 132, 133, 134, 135, 136, 137, 138, 139, 140, 141, 142, 143, 144, 145, 146, 147, 148, 149, 150, 151, 152, 153, 154, 155, 156, 157, 158, 159, 160, 161, 162, 163, 164, 165, 166, 167, 168, 169, 170, 171, 172, 173, 174, 175, 176, 177, 178, 179, 180, 181, 182, 183, 184, 185, 186, 187, 188, 189, 190, 191, 192, 193, 194, 195, 196, 197, 198, 199, 200, 201, 202, 203, 204, 205, 206, 207, 208, 209, 210, 211, 212, 213, 214, 215, 216, 217, 218, 219, 220, 221, 222, 223, 224, 225, 226, 227, 228, 229, 230, 231, 232, 233, 234, 235, 236, 237, 238, 239, 240, 241, 242, 243, 244, 245, 246, 247, 248, 249, 250, 251, 252, 253, 254, 255, 256, 257, 258, 259

SECONDARY

Physical Education continued

HERTFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
HATFIELD DIVISION
HATFIELD SCHOOL
HATFIELD, Herts.
Applications for the post of Headmaster should be sent to the Headmaster, Hatfield School, Hatfield, Herts. by 15th December 1976.

KENT
COUNTY COUNCIL
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Kent
Applications for the post of Headmaster should be sent to the Headmaster, Thurning School, Thurning, Kent. by 15th December 1976.

STAFFORDSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
STAFFORD DIVISION
STAFFORD SCHOOL
STAFFORD, Staffs.
Applications for the post of Headmaster should be sent to the Headmaster, Stafford School, Stafford, Staffs. by 15th December 1976.

Religious Education

Scale 1 Posts

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
MILTON KEYNES DIVISION
MILTON KEYNES SCHOOL
MILTON KEYNES, Bucks.
Applications for the post of Headmaster should be sent to the Headmaster, Milton Keynes School, Milton Keynes, Bucks. by 15th December 1976.

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
MILTON KEYNES DIVISION
MILTON KEYNES SCHOOL
MILTON KEYNES, Bucks.
Applications for the post of Headmaster should be sent to the Headmaster, Milton Keynes School, Milton Keynes, Bucks. by 15th December 1976.

BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
MILTON KEYNES DIVISION
MILTON KEYNES SCHOOL
MILTON KEYNES, Bucks.
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BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
MILTON KEYNES DIVISION
MILTON KEYNES SCHOOL
MILTON KEYNES, Bucks.
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BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
MILTON KEYNES DIVISION
MILTON KEYNES SCHOOL
MILTON KEYNES, Bucks.
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BUCKINGHAMSHIRE
COUNTY COUNCIL
EDUCATION DEPARTMENT
MILTON KEYNES DIVISION
MILTON KEYNES SCHOOL
MILTON KEYNES, Bucks.
Applications for the post of Headmaster should be sent to the Headmaster, Milton Keynes School, Milton Keynes, Bucks. by 15th December 1976.

Rural Studies

Other Posts on Scale 2 and above

DONCASTER
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Don.
Applications for the post of Headmaster should be sent to the Headmaster, Thurning School, Thurning, Don. by 15th December 1976.

Science

Heads of Department

BURY
EDUCATION DEPARTMENT
BURY DIVISION
BURY SCHOOL
BURY, Cheshire
Applications for the post of Headmaster should be sent to the Headmaster, Bury School, Bury, Cheshire. by 15th December 1976.

BURY
EDUCATION DEPARTMENT
BURY DIVISION
BURY SCHOOL
BURY, Cheshire
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EDUCATION DEPARTMENT
BURY DIVISION
BURY SCHOOL
BURY, Cheshire
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BURY DIVISION
BURY SCHOOL
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BURY DIVISION
BURY SCHOOL
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BURY DIVISION
BURY SCHOOL
BURY, Cheshire
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BURY DIVISION
BURY SCHOOL
BURY, Cheshire
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KENT

EDUCATION DEPARTMENT

THURNING DIVISION
THURNING SCHOOL
THURNING, Kent
Applications for the post of Headmaster should be sent to the Headmaster, Thurning School, Thurning, Kent. by 15th December 1976.

Scale 1 Posts

THURNING
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Kent
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THURNING SCHOOL
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THURNING DIVISION
THURNING SCHOOL
THURNING, Kent
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TECHNICAL STUDIES

Heads of Department

THURNING
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Kent
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Scale 1 Posts

THURNING
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Kent
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THURNING DIVISION
THURNING SCHOOL
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THURNING
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Kent
Applications for the post of Headmaster should be sent to the Headmaster, Thurning School, Thurning, Kent. by 15th December 1976.

GLoucestershire

EDUCATION DEPARTMENT

THURNING DIVISION
THURNING SCHOOL
THURNING, Gloucestershire
Applications for the post of Headmaster should be sent to the Headmaster, Thurning School, Thurning, Gloucestershire. by 15th December 1976.

Scale 1 Posts

THURNING
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Gloucestershire
Applications for the post of Headmaster should be sent to the Headmaster, Thurning School, Thurning, Gloucestershire. by 15th December 1976.

THURNING
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Gloucestershire
Applications for the post of Headmaster should be sent to the Headmaster, Thurning School, Thurning, Gloucestershire. by 15th December 1976.

THURNING
EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
THURNING, Gloucestershire
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THURNING SCHOOL
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EDUCATION DEPARTMENT
THURNING DIVISION
THURNING SCHOOL
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COMPREHENSIVE SCHOOLS

Scale 1 Posts

ST. BONAVENTURES SCHOOL

St Anthony's Road, Forest Gate, E7
Roll: 824 Boys

Required as soon as possible.

Three Scale 1 Posts are available now in this RC Boys' Comprehensive School in East London. Courses are for CSE and GCE "O" and "A" levels and there are well-established links with the University of London.

PHYSICS and/or GENERAL SCIENCE

RELIGIOUS EDUCATION

GENERAL SUBJECTS

(Preference given to candidates offering Geography)
BURNHAM SCHOLES
Plus ANNUAL ALLOWANCE £402
Plus SOCIAL PRIORITY ALLOWANCE £201 or £270

Application forms may be obtained from the Head Teacher, Mr. O. Craddy, BSC. Telephone: 01-472 3844, and should be returned to the school as soon as possible.

LONDON BOROUGH OF NEWHAM

Lancashire

County Council

CLOSING DATE 13th December 1976

Primary and Special Schools

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 51, County Hall, Preston, P1 8SL, unless otherwise stated.

Secondary Schools

For application form send stamped addressed foolscap envelope to Chief Education Officer, P.O. Box 51, County Hall, Preston, P1 8SL, unless otherwise stated.

Primary Schools

HEADSHIP
BLACKBURN, ST. JOHN'S and HOLY TRINITY O.E. PRIMARY
Scale 1 posts (800 mixed plus Nursery Class)
May 1977

Secondary Schools

HEADSHIP
LYTHAM ST. EDWARD'S R.C. SECONDARY SCHOOL,
Lytham Road, Lytham (400 mixed)
Application forms and further particulars from and returnable to Rev. Fr. M. Turner, Our Lady Star of the Sea Presbytery, 2 St. Anne's Road East, Lytham St. Anne's, Lancs.
Group 7 (possibility of Group 8 with effect from 1st September, 1977) due to reorganization.

HEADS OF DEPARTMENT

FLEETWOOD LARKHOLME COUNTY SECONDARY (800)
Bradley, Fleetwood, FY7 8HE
January 1977, or as soon as possible.
Modern Languages, Scale 3

ST. EDWARD'S R.C. HIGH SCHOOL (641 mixed)
St. Edward's Crescent, Lancaster, Lancs.
May 1977

ALL HALLOWS R.C. HIGH SCHOOL (518)
Creston Avenue, Penrith, Cumbria, CA1 6LM
September 1977

ST. RICHARD'S R.C. HIGH SCHOOL (Mixed 1,000)
Tanhouse Road, Skelmersdale, Lancs. WN6 8BA
January 1977

DARWEN MOORLAND HIGH SCHOOL (1,100 mixed, 11-16)
Holden Fold, Darwen, Lancs.
January 1977

SCALE 3 POST

WILKINS COUNTY SECONDARY
Barnes, Fleetwood, FY7 8HE. No. on roll 640 approx.
January 1977 (if possible)
English (Graduate) Second in Department.

SCALE 1 POSTS

THORPES ROYAL GRAMMAR SCHOOL (490 Boys)
Thorpe Road, Clitheroe, Lancs. BB7 2DJ
January 1977

FULWOOD COUNTY HIGH SCHOOL (1,300 Mixed)
Fulwood Road, Fulwood, Preston, Lancs.
January 1977, or as soon as possible.

ST. EDWARD'S R.C. HIGH SCHOOL (Mixed 1,000)
Tanhouse Road, Skelmersdale, Lancs. WN6 8BA
January 1977

DARWEN MOORLAND HIGH SCHOOL (1,100 mixed, 11-16)
Holden Fold, Darwen, Lancs.
January 1977

WILKINS COUNTY SECONDARY
Barnes, Fleetwood, FY7 8HE. No. on roll 640 approx.
January 1977 (if possible)
English (Graduate) Second in Department.

THORPES ROYAL GRAMMAR SCHOOL (490 Boys)
Thorpe Road, Clitheroe, Lancs. BB7 2DJ
January 1977

Educational Appointments

Men or women required for the following posts.

PRIORY SCHOOL

Lundwood, Barnsley

11-16 Comprehensive SPA 700 on roll
Headteacher J. Lavelle

Required for Easter 1977

Deputy Head Teacher Group 9

The School is an established Comprehensive School and major additions and alterations are presently being made to the accommodation. Applicants should have an appreciation of the needs of the full ability range.

Application forms and further details outlining the responsibilities of the Deputy Head in addition to a teaching commitment, are obtainable from and returnable to the Education Officer, 56 Huddersfield Road, by 24 December (s.a.s. please).

WOMBWELL HIGH SCHOOL

Roebuck Street, Wombwell, Barnsley

Mixed Comprehensive 1400 pupils 11-18 years
Headteacher F. Lane, M.Sc.

Required for September 1977

Head of Mathematics (Scale 4)

to take charge of a department of seven. Well-developed course in C.S.E. G.C.E. "O" and "A" levels in Modern Mathematics.

Application forms and further details obtainable from and returnable to the Headteacher by 17 December (s.a.s. please).

BARNSELY

Metropolitan Borough

Education Department

COUNTY SECONDARY SCHOOLS

SCALE 1 POSTS

Unless otherwise stated, requests for application forms for Scale 1 posts should be sent direct to Head of the school as soon as possible, together with the names of two referees and a stamped addressed envelope.

BYNG KERRICK CENTRAL SCHOOL,

Greslee Lane, The Cross, B33 9UF

900 mixed, 110 in 6th form.

Required as soon as possible teacher of FRENCH, half-time in the first instance, with a possibility of a full-time post during the year. Work to O and A levels available in a Department which teaches 3 languages App. to Head giving brief details.

HALL GREEN SCHOOL,

Stoneworth Avenue, Southam Road, B28 0AZ

(650 pupils mixed)

Required January for 1 term, teacher for GENERAL SUBJECTS including preferably History and Junior Mathematics.

HANDSWORTH WOOD BOYS' SCHOOL,

Church Lane, B20 2HH

SCIENCE AND MATHEMATICS post with possibility of examination work-O and A levels.

LORDSWOOD BOYS' SCHOOL,

Hagley Road, B17 8BJ

Required January 1977

Assistant teacher of MATHEMATICS. Post is temporary in the first instance until July 77.

PAGET SCHOOL,

Paget Road, Pye Hayes, B24 6JP

ENGLISH, C.S.E. and O level work for suitable candidate. This is a temporary post from 1 January to 31 August 1977. If a permanent vacancy becomes available the successful candidate would be considered for the post.

SEELY PARK GIRLS' SCHOOL,

Parsonage Road, B29 7PL

Required January 1977. Teacher of MATHEMATICS. Ability to teach to O level essential.

VOLUNTARY AIDED

SECONDARY SCHOOLS

SCALE 1 POSTS

ST. PHILIP'S SIXTH FORM COLLEGE,
Hagley Road, B16 9UF
(R.C. Voluntary Aided, Mixed)

Required for Easter or September 1977, a SCIENCE graduate capable of teaching PHYSICS to Advanced Level, and Chemistry to Ordinary Level. Previous experience desirable but not essential. Applications (by letter, in the first instance) including a curriculum vitae and the names and addresses of two referees, should be sent to the Principal as soon as possible. There is a scheme for assistance with removal expenses.

BIRMINGHAM
CITY COUNCIL

County of Cleveland

SECONDARY SCHOOLS

All Secondary Schools are Mixed Comprehensive Schools

11-16 SCHOOLS

SCALE 4 MATHEMATICS

HUSTLER SCHOOL (Roll 1,141)
Hall Drive, Acklam, Middlesbrough, Cleveland TS5 7JY
(Telephone: Middlesbrough 63611)
Required for April 1977: a teacher to be responsible for the MATHEMATICS faculty. A full range of Mathematics courses is already established.

SCALE 2 MATHEMATICS

BISHOPS CATHOLIC SCHOOL (Roll 939)
Richardson Road, Stockton, Cleveland TS16 3IQ
(Telephone: Stockton 67528)
Required for Easter 1977: a teacher for MATHEMATICS, to teach to CSE and "O" levels. Ability to assist with the Computer Studies course would be an advantage.

SCALE 1 FRENCH/GERMAN

FURNES SCHOOL (Roll 1,608)
Marsh House Avenue, Billingham, Cleveland TS23 3HA
(Telephone: Stockton 56947)
Required for Easter 1977: a teacher for FRENCH/GERMAN.

SCALE 1 TECHNICAL DRAWING

BLAKESTON SCHOOL (Roll 1,086)
Junction Road, Stockton, Cleveland TS19 9LT
(Telephone: Stockton 612381)
Required for Easter 1977, or earlier if possible: a teacher for TECHNICAL DRAWING. Ability to assist in the Art Department an advantage.

Financial assistance with household removal expenses is available in approved cases. Further details and application forms are obtainable from the Head Teachers at the addresses shown above. Applications by letter should include detailed information regarding education, training, qualifications, and experience, together with the names and addresses of three referees.

Letters of application and completed application forms should be submitted direct to the Head Teachers within 10 days of the appearance of this advertisement.

SURREY

COUNTY COUNCIL

Fringe Area London Allowance (£150 pa) throughout the County.
Generous relocation expenses in approved cases.

POSTS OF RESPONSIBILITY

COMPREHENSIVE

GODALMING, BROADWATER COUNTY SECONDARY
Head of Music, Scale 3.
Telephone Godalming 22166.

The closing date for applications is January 31st, 1977.

**Surrey Area Health Authority
EAST SURREY DISTRICT**

For details write to Mr. N. Wingfield, West
Woodyates Manor, Salisbury, Wilts, specifying
the post which interests you.

Application form and fee distributed from the Senior Administrative Office, Community Health Department, 3000 Main Road, Bury St. Edmunds, Tol. Bur. S. Edmunds 64941, Ext. 56.

THOMSON BUDGET BREAKS
ATOL 162HC

Intervac, 6 Biddals Lane, Allstate
Darby, enclosing stamped address
envelope.

EUROPE CANADA HOLIDAY. 1100

70 Brompton Road, London SW3 1EX
Closing date 17 December, 1976.

Full details may be obtained from the Headmaster, and the Director of Music is always pleased to see prospective candidates over the age of 11.

Development

DDM

THE SCHOOL
OF ASTON
IN BIRMINGHAM

scholarship examination will be held on March 15th and 16th, value \$1000.00. Entrance and application forms can be obtained from the Registrar's Office.

and snail, crammed up to the bar with flags, bannors, streamers and shoulder-guns, and stretching

Anna Coote on "What Right Have You Got?"

complexities, that it is impossible to be clear, brief and accurate at once. It is also impossible to remain politically neutral.

Good will have blood

that what we are about to substantially true", that heavy statements are embarked upon about the relationship between violence and repressed sexuality.

two very different films about a housing estate. Made at the same place and time both "tough" and "soft" versions are equally factual

In "Are you living comfortably?" heating is the first call.

reporter's inbuilt tendency to look for trouble, his remarks about the excitement of it all were revealing.

the acting, and effects are all
excellent—but in what a cause.

Heavy statements are embarked upon about the relationship between violence and repressed sexuality.